Maryville College Bulletin

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Maryville College Bulletin

ANNUAL CATALOG NUMBER

For the Year 1914-1915

Published by
MARYVILLE COLLEGE
Maryville, Tennessee

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William Edwin Minnis, Esq.....New Market
Joseph Augustus Muecke, Esq.....Kingston
Rev. Samuel Tyndale Wilson, D.D.....Maryville

* Died, December 3, 1914.
† Died, January 6, 1915.

COMMITTEES AND OFFICERS

Officers of the Board of Directors:

Rev. Edgar Alonzo Elmore, D.D., *Chairman;* Fred Lowry Proffitt, *Recorder and Treasurer.*

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Synodical Examiners for 1915:

Revs. Thomas Alfred Cosgrove and Oscar Everett Gardner, D. D., and Mr. C. Victor Brown.

Committees of the Faculty:

Entrance: Professors Gillingham and Ellis.
Advanced Standing: President Wilson and Dean Barnes.
Scholarships: Miss Henry, President Wilson, and Professor Gillingham.
Student Publications and Programs, and the Lyceum: Professor Bassett.
Intercollegiate Literary Contests: Professors Calhoun and Knapp.
Religious Activities: Professors Gillingham and Knapp.
The Lamar Library: Dean Barnes.
The Loan Library: Professor Bassett.
Athletics: President Wilson and Professor McClenahan.
The Coöperative Boarding Club: President Wilson.
Care of Buildings and Grounds: Professor McClenahan.
College Extension: Professor Ellis and Dean Barnes.
Recommendations: Dean Barnes.
The Catalog: Professor Gillingham.
Rhodes Scholarship: Dean Barnes.

FACULTY

COLLEGE DEPARTMENT

REV. SAMUEL TYNDALE WILSON, D.D.,
President, and Professor of the English Language and Literature, and of the Spanish Language.

REV. SAMUEL WARD BOARDMAN, D.D., LL.D.,
Emeritus Professor of Mental and Moral Science.

JASPER CONVERSE BARNES, PH.D.,
Dean, and Professor of Psychology and Political Science.

HENRY JEWELL BASSETT, M.A.,
Professor of Latin, and Secretary of the Faculty.

* PHOEBUS WOOD LYON, PH.D.,
Professor of Logic and Rhetoric.

REV. CLINTON HANCOCK GILLINGHAM, M.A.,
Registrar, Professor of the English Bible, and Head of the Bible Training Department.

FRANCIS MITCHELL McCLENAHAN, M.A.,
Professor of Chemistry and Geology.

ARTHUR WALLACE CALHOUN, M.A.,
Professor of Social Science and Greek.

GEORGE ALAN KNAPP, M.A.,
Professor of Mathematics and Physics.

MRS. JANE BANCROFT SMITH ALEXANDER, M.A.,
Professor of the English Language and Literature.

SUSAN ALLEN GREEN, M.A.,
Professor of Biology.

JOHN WESLEY PERKINS, M.A.,
Professor of German and French.

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* Died, November 13, 1914.

MARYVILLE COLLEGE

MAYME REBECCA MAXEY, B.A.,
Assistant in Biology.

HORACE WALTON THRELKELD,
Student Assistant in the Psychology Laboratory.

MARK HOPKINS BARNES,
CHAUNCEY ELBERT CONRAD,
FRANK MOORE CROSS,
WILLIAM HENRY PLEASANTS,
Student Assistants in the Chemistry Laboratories.

MARIE ELISE KARNES,
Student Assistant in the Biology Laboratories.

PREPARATORY DEPARTMENT

HORACE LEE ELLIS, M.A.,
Principal, and Professor of Education.

MARGARET ELIZA HENRY, B.A.,
English.

EDGAR ROY WALKER, B.A.,
Mathematics.

*MARY VICTORIA ALEXANDER, M.A.,
English and Bible.

ALICE ISABELLA CLEMENS, B.A.,
English.

NELLIE PEARL McCAMPBELL, B.A.,
Latin.

DAVID JOSEPH BRITTAIN, B.A.,
History.

ALMIRA ELIZABETH JEWELL, B.A.,
Latin.

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* Absent on leave.

MARYVILLE COLLEGE

MME. ADÈLE MARIE DENNÉE
(Brevet Superieur, The Sorbonne)
German and French.

ANNA ETHEL FANSON, B.A.,
English and Latin.

MABEL BROADY, B.A.,
English.

EVA ALEXANDER, B.A.,
English and Bible.

Z. JAY STANLEY, B.A.,
History.

MARGARET CECELIA PEELER, Ph.B.,
History.

THOMAS HARVEL MITCHELL,
Bookkeeping.

JOHN VANT STEPHENS, Jr.,
LILY ELMA MITCHELL,
Student Assistants in History.

JOSEPH CHARLES WALKER,
WILLIAM ARMSTRONG POWEL,
Student Assistants in Sciences.

JESSIE BELLE FRANKS,
Student Assistant in Algebra.

OTHER DEPARTMENTS

HELENA MABEL RYLAND, B.A., B.S.,
Head of the Home Economics Department.

MAE DARTHULA SMITH,
BERTHA MAE CAMPBELL,
Student Assistants in Home Economics.

BLAINE IRVING LEWIS,
Tailoring.

MARYVILLE COLLEGE

LAURA BELLE HALE,
Piano and Harmony, and Head of the Music Department.

ZANNA STAATER,
Voice.

MARY BARNETT BOGGS,
Piano.

MARY KATE RANKIN, B.A.,
Piano.

EDNA ELIZABETH DAWSON,
Piano.

ANNA BELLE SMITH,
Painting and Drawing.

MRS. NITA ECKLES WEST, B.A., B.O.,
Expression.

ISABEL MARGARET MacLACHLAN,
Nurse.

LESTER EVERETT BOND,
Z. JAY STANLEY, B.A.,
Physical Directors.

NELLIE MAE WILSON,
Women's Physical Director.

OTHER OFFICERS

FRED LOWRY PROFFITT,
Treasurer.

OLGA ALEXANDRA MARSHALL,
Assistant Registrar.

MARYVILLE COLLEGE

HENRY JEWELL BASSETT,
Manager of the Loan Library.

MARY ELLEN CALDWELL,
Dean of Women and Matron of Pearsons Hall.

SARAH JANE GAMBLE,
Matron of Baldwin Hall.

MRS. LIDA PRYOR SNODGRASS,
Librarian.

REV. ARNO MOORE,
Proctor of the Grounds.

EDGAR ROY WALKER,
Proctor of Carnegie and Memorial Halls.

ALICE ARMITAGE GILLINGHAM,
Secretary to the Scholarship Committee.

SARAH FRANCES COULTER,
Manager of the Coöperative Boarding Club.

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LURA JANE LYLE,
Assistant Managers of the Coöperative Boarding Club.

FRANK KEITH POSTLETHWAITE,
Assistant Librarian.

GILBERT OSCAR ROBINSON,
Assistant in the Loan Library.

ALBERT ALEXANDER BREWER,
Janitor.

ANDERSON HALL

THE COLLEGE DEPARTMENT

ADMISSION TO THE COLLEGE

Admission to the Freshman Class is by written examination in the subjects given under Statement of Entrance Requirements, or by officially certified statements showing in detail all work for which entrance credit is asked. Candidates are expected to be at least sixteen years of age and of good moral character. They should send their credentials to the Committee on Entrance at as early a date as possible. Those that delay filing an application for admission until the opening of the term will be given only provisional classification, pending a meeting of the Committee on Entrance. The regular application blank of the College, a copy of which will be mailed by the Registrar upon request, provides for the necessary testimonials of character, detailed statement of subjects completed, and certificates of honorable dismissal. Entrance credit and classification granted on certificates are conditional, and will be cancelled if the student is found to be deficient.

STATEMENT OF ENTRANCE REQUIREMENTS

The requirements for entrance are stated in units. A unit is the equivalent of five forty-five-minutes recitation periods a week during a full academic year, in subjects above the eighth grade of the common school.

For admission to full standing in the Freshman Class fifteen units are required, as specified below:

1. ENGLISH.—Three units required; four may be offered.
   (a) Grammar. A knowledge of technical terminology and syntax.

   (b) Rhetoric and Composition. The ability to write correctly and clearly; a knowledge of the principles of punctuation, capitalization, sentence structure, and paragraphing.

   (c) The College Entrance Requirements in Literature recommended by the Conference on Uniform Entrance Requirements in English. For the texts recommended for study and practice and for reading, see the lists scheduled for the Preparatory Department, page 40.

2. LANGUAGES OTHER THAN ENGLISH.—Four units required.

LATIN.—Four units may be offered.

(a) Fundamentals of grammar, and translation.
(b) Cæsar, Gallic War, Books i-iv. Composition.
(c) Cicero, six orations; Sallust, Catiline. Composition.
(d) Vergil, Æneid, Books i-vi. Composition, mythology, prosody.

GREEK.—Two units may be offered.

(a) Elements of grammar, and translation. Xenophon, Anabasis, Book i.
(b) Xenophon, Anabasis, Books ii-iv; Homer, Iliad, Books i-iii. Composition, mythology, prosody.

GERMAN.—Two units may be offered.

(a) Pronunciation, grammar, reading, reproduction, and composition.
(b) Reading of about five hundred pages from simple texts, with reproduction and composition.

FRENCH.—Two units may be offered.

(a) Pronunciation, grammar, dictation, with the reading of about five hundred pages from simple texts.
(b) Grammar and composition. Reading of about one thousand pages from texts of intermediate grade.

3. MATHEMATICS.—Three units required; three and one-half may be offered.

(a) Algebra, to radicals.
(b) Algebra, including radicals, quadratics, zero and infinity, ratio and proportion, progressions, logarithms, series, binomial and exponential theorems, indeterminate coëfficients, and equations in general.
(c) Plane Geometry. Five books, together with original demonstrations.
(d) Solid Geometry. One-half unit may be offered.

4. NATURAL SCIENCES.—Two units required.

5. ELECTIVE.—Three units. Any three units of standard high-school work that may be accepted by the Committee on Entrance.

ENTRANCE WITH CONDITIONS

A candidate may be admitted with conditions if those conditions do not exceed two units. Not more than one condition will be allowed in mathematics and none in English. All entrance conditions must be absolved before admission to the Sophomore Class.

Beginning September, 1916, only one unit entrance condition will be allowed.

ENTRANCE WITH ADVANCE CREDIT

Admission with credit for college courses or advanced standing will be granted only upon the presentation of certificates showing that the candidate, having previously had fifteen units of preparatory work, has satisfactorily completed the college studies, or their equivalent, for which credit is asked. Candidates will not be admitted to the graduating class for less than one full year's residence work.

SPECIAL STUDENTS

The College makes provision for two classes of special students, not matriculated in the regular classes of the College or the Preparatory Department.

Irregular Collegiate Students.—Candidates offering for entrance a sufficient *number* of units to entitle them to standing in the Freshman Class, but deficient in more than two of the *specified* units required by this institution, may, at the discretion of the Committee on Entrance, be admitted as irregular collegiate students until they have absolved their conditions and attained full standing in a regular college class. Students of collegiate rank desiring to take an irregular or partial course and not seeking a degree may be allowed to select such studies as they show themselves qualified to pursue.

Special Students.—Students desiring to study only music, expression, or art, and those seeking only the courses in the Bible Training Department, are classified under their respective departments. They have all the privileges offered to any students, such as the advantages of the libraries, the literary societies, the dormitories, and the boarding club. Young women rooming in the college dormitories and desiring chiefly music, expression, or art, are required to take a sufficient number of literary courses to make up, together with their work in the departments mentioned, fifteen recitation hours a week.

REQUIREMENTS FOR GRADUATION

The College offers courses of study leading to the degree of Bachelor of Arts. To attain the degree a minimum of thirty-six courses must be completed. A "course" is a study pursued for five one-hour recitation periods a week throughout one term. A term is one-third of the scholastic year, and three courses in any subject constitute, therefore, a year's work in that subject. All courses recite five hours a week. Laboratory courses in the natural sciences require additional hours, as indicated in the description of the courses.

The thirty-six courses required for graduation represent four full years of work, nine courses a year (or three a term) being the

minimum amount required of all students. Since all courses recite five hours a week, fifteen hours a week is the normal amount of work expected of each student. A student is permitted to take four courses a term (twenty hours a week) if his average grade in the subjects pursued during the preceding term was not less than ninety per cent.

Twenty-six of the thirty-six courses are required of candidates for the Bachelor's degree in all groups, and are distributed as follows:

English, 6 courses.
Other Languages, 8 courses.
Mathematics, 1 course.
Science, 4 courses.
Philosophy, 1 course.
Psychology, 1 course.
Bible, 5 courses.

In addition to these twenty-six courses, ten courses must be elected from the following groups in order to make up the total number of thirty-six required for graduation:

1. Classical.
2. Modern Languages.
3. Science.
4. Mathematics.
5. Education.
6. English Literature and History.
7. Psychology and Philosophy.
8. Social Science.
9. General.

The special requirements for the respective groups are as follows: In the Classical Group, twelve language courses shall be taken, and may be arranged in one of the following combinations: (a) Latin six and Greek (or German) six; (b) Latin nine and Greek (or German or French) three; (c) Greek nine and Latin (or German or French) three. In the Modern Languages Group, twelve courses in modern languages (or eleven, in case Spanish is elected) shall be taken. In the Science Group, besides the four required science courses, seven additional courses, either of chemistry or of biology, shall be taken and at least two years of German or French. In the Mathematics Group, eight courses in mathematics shall be taken. In the Education, English Literature and History, and Psychology and Philosophy Groups, all the courses offered in the respective groups shall be taken. In the Social Science Group, eight courses selected from the departments of economics, sociology, and political science shall be taken.

Students that meet all the requirements for graduation, but do not meet the requirements of any of the afore-mentioned groups shall be graduated in the General Group. The name of the group in which a student graduates will be indicated on the diploma.

CERTIFICATES OF CREDIT

Graduates and undergraduates that have left college in good standing may, if they so desire, receive an official statement of their credits, upon application to the Registrar. No charge is made for this certificate when issued in the form adopted by the College. For the filling out of special blanks, prepayment of one dollar for each blank in required. Duplicates of certificates may be had by paying for the clerical expense involved.

SYNOPSIS OF COLLEGE COURSES

Freshman Year	*Fall*	*Winter*	*Spring*
English	—	*2	*3
Mathematics	*2	4	10
Latin	1	2	9
Greek	1.	2	3
German	1	2	3
Chemistry	*1	*2, 10	3, 11
Psychology	1	2	—
History	—	1	2
Education	1	2	—
Bible	‡1	2	3
Sophomore Year			
English	*1	5	6
Mathematics	8	6	7
Latin	3, 11	4, 12	5
Greek	4	5	11
German	4	5	6
Chemistry	12	—	—
French	1	2	3
Biology	†1, 3	†2	†4
Psychology	—	3	—
Social Science	1	2 or 4	3 or 5
History	—	7	3
Education	3	4	5
Bible	‡4	5	6
Junior Year			
English	4	11	—
Mathematics	—	9	11 or 12
Latin	6	7	8
Greek	6	7	8, 9, or 10
German	7	8 or 12	9 or 13, 10
Chemistry	4	5	6
Biology	—	5	6, 7, or 8
Physics	†1	†2	3
Philosophy	*2	—	—
Political Science	—	1	2
Social Science	6	7 or 9	8 or 10
History	4	5	6
Education	—	—	6
Bible	‡7	8	9
Senior Year			
English	7	8	9, 10
Mathematics	—	—	13
Latin	—	—	10
Spanish	1	2	—
Hebrew	1	2	—
Geology and Mineralogy	1	2	3
Chemistry	7	8	9
Biology	—	9	10
Psychology	*4	6	5, 7 or 8
Philosophy	—	‡3	‡4
Political Science	3, 4, 5, 8	6	7
Education	—	—	7, 8
Bible	‡10 or 11	—	—

*Required in all groups leading to a degree.
†Two courses are required: either Biology 1 and 2; 3 and 4; or 1 and 3; or Physics 1 and 2.
‡Required Bible may be taken in any term, but Seniors take Philosophy 3 and 4.

DEPARTMENTS OF INSTRUCTION

NOTE: The courses in each department are numbered consecutively, beginning with 1. The omission of a number indicates that a course has been discontinued. New courses receive new numbers and are inserted in the Synopsis and in the description of courses in the curriculum year to which they belong.

PHILOSOPHY

PRESIDENT WILSON, DEAN BARNES, AND PROFESSOR GILLINGHAM

2. Logic. Hill's Jevons' Logic, studied in connection with questions and exercises prepared for the class. The practical work given in the exercises appended in the text-book is required, and also much original work in Induction connected with every-day questions, the aim being to make the study of practical service in such reasoning as will be met by the student in his subsequent experiences in life. Junior year, fall term.—PRESIDENT WILSON.

3. The Grounds of Theistic and Christian Belief. Dr. Fisher's work is made the basis of classroom study and recitation. The principal theistic and anti-theistic arguments are reviewed, and then the main historical and philosophical arguments for belief in the Christian religion are considered. Senior year, winter term.—PROFESSOR GILLINGHAM.

4. Ethics. The leading conceptions of moral theory are approached by the historical method. The student is led to see that moral problems are real problems, which are solved best by reflective thought that is guided by Christian ideals. The various types of ethical theory are discussed. Special emphasis is placed upon the ethics of social organizations: the state, the economic life, and the family. The text of Dewey and Tufts is placed in the hands of the students, and is supplemented by the works of Sidgwick, Green, Martineau, and Spencer. Prerequisite, Psychology 1 or 4. Senior year, spring term.—DEAN BARNES.

PSYCHOLOGY

DEAN BARNES

1. Elementary Psychology. This course is designed for students taking the Teachers' Course. It is a text-book course, supplemented by lectures and typical experiments. Pillsbury's Essentials of Psychology is used as a text-book. This course is identical with Education 1. Freshman year, fall term.

2. Psychology Applied to Education. The discussion of psychological problems which have reference to education; theory of recapitulation, correlations between mind and body, instinct, memory,

imagination, apperception, interest, work, fatigue, motor control, and volition. The text-book used is Bolton's Principles of Education, supplemented by lectures. This course is identical with Education 2. Freshman year, winter term.

3. Child Psychology. Problems, methods, and data in the psychological growth of children and youth. This course is developed with special reference to the dynamic conception of the mind, and mental growth as a function of sensori-motor coördination. From this point of view, attention, perception, apperception, interest, habit, and will are discussed. The course is designed to show the application of psychological laws and principles to educational theory and practice. This course is identical with Education 4. Sophomore year, winter term.

4. Advanced General Psychology. A study of the psycho-physical organism by means of the Auzoux models, sensation, habit, attention, perception, memory, imagination, reasoning, emotions, and volition. Typical experiments. Lectures, readings, discussions, and reports. Senior year, fall term.

5. Educational Psychology. Psychology applied to teaching and management in the high school and upper grammar grades: a study of the group consciousness and social instincts of adolescents, competition, rivalry, sex, dress, social organization, with special reference to the meaning of these facts in their application in the organization of the school. This course is identical with Education 8. Prerequisites, Psychology 1, 2, and 3. Senior year, spring term.

6. Social Psychology. A study of group consciousness and social origins. Relation of the psychic life of the group to the group activities. Instruction and discipline of children by the parents and by the group. Comparison of the mental traits of different races and social classes. Psychology of the crowd, the mores, and folkways. Open to Seniors and to Juniors who have had Psychology 1, 2, 3, and 4. Senior year, winter term.

7. Experimental Psychology. This course consists of experiments in acoustics, haptics, optics, reactions, taste, and smell. Titchener's Experimental Psychology is used as a text, supplemented by the works of Külpe, Sanford, Judd, and Myer. Senior year, spring term.

8. Experimental Psychology. This course is a continuation of Course 7. Special emphasis is placed upon the study of the reaction experiment by the use of the Hipp chronoscope. Senior year, spring term.

POLITICAL SCIENCE

DEAN BARNES

1. Liberty. This course consists of a study of the idea of the nation, and of the character and distribution of nationalities; a

development of the idea and conception of the state, and a study of its origin, forms, and ends; a history of the formation of the constitutions of the states of Great Britain, the United States, Germany, and France, and of the organization of these states within their respective constitutions, and a study of liberty as guaranteed in their constitutions. The text-book is Burgess' Political Science, Volume I, supplemented by Story's Commentaries, and Thayer's and McClain's Cases, and the works of other authors. Junior year, winter term.

2. Government. A study of the forms of government, the constructions, powers, and duties of the legislative, executive, and judicial departments of the governments of Great Britain, the United States, Germany, and France. The text-book is Burgess' Political Science, Volume II, supplemented by the works of Story, Macy, and other authors. Junior year, spring term.

3. International Law. This course consists of the elements of international law, with an account of its origin, sources, and historical development. Lawrence's text-book is used, and the course is supplemented by prescribed readings in the works of Woolsey and Hall, and in Scott's and Snow's Cases. Senior year, fall term.

4. The Process of Legislation and Parliamentary Law. This course is planned to familiarize students with legislative structure and procedure, national, state, and municipal; it includes also a study of the structure and procedure of political conventions and similar bodies, and the theory and practice of parliamentary law. Open to students who have had Political Science 1 and 2. Senior year, fall term. (Not to be given in 1915-1916.)

5. Political Parties. A study of the history, organization, and methods of action of political parties in the United States. Growth of the party system; primary and convention systems; permanent party organization; reform movements; and the value and theory of the party system. Senior year, fall term.

6. Comparative Governments. A comparative study of the governments of Greece, Rome, France, and Germany. Ogg's Governments of Europe is used as a text, supplemented by Lowell's Governments and Parties in Continental Europe. Senior year, winter term.

7. Comparative Governments. A comparative study of the governments of Switzerland, Austria-Hungary, Sweden, Norway, Great Britain, and the United States. Ogg and Lowell are the texts, supplemented by Taswell-Langmead, Ridges, Low, Goodnow, Cooley, and Story. Senior year, spring term.

8. Constitutional Law. This course is a brief study of the elementary principles of constitutional law exemplified by cases. Hall's text and McClain's and Thayer's Cases are used. Senior year, fall term. (Not to be given in 1915-1916.)

SOCIAL SCIENCE

PROFESSOR CALHOUN

1. General Introduction. This course is designed as a background for courses in history, and in all the social sciences. It is a broad survey of social evolution, with special reference to its economic basis, and traces the path by which mankind has risen to the present social level. The course exhibits the forces at work in social life, and the factors of progress in its several phases. The text-book is Mills' The Struggle for Existence, used in connection with Bogardus' syllabus, Introduction to the Social Sciences. Assigned readings and class conferences supplement the texts. Sophomore year, fall term.

2. General Sociology. The subject matter of this course is human achievement, as worked out in the origin and spontaneous development of society in the past. The course is a systematic study of social forces, processes, structures, and functions. It lays the basis for a study of future possibilities of social improvement. It is the first half of a complete system of sociology, which is concluded in the following course. The text is Ward's Pure Sociology. Sophomore year, winter term.

3. Social Progress. A study of the possibility and method of conscious improvement of society by society. An estimate of the latent powers of the race, and a survey of the direction of advance by means of the equalization of opportunity through the coöperative commonwealth. The texts are Ward's Applied Sociology, and Rauschenbusch's Christianizing the Social Order. Sophomore year, spring term.

4. The Family. The historical evolution of the family in relation to its economic basis. Most of the time is given to the American family—its social history and present problems. The decay of the family under modern capitalism is traced, and the significance of corresponding theories is shown. The course concludes with a discussion of the probable effect of collectivist tendencies, and a forecast of the general outlook. This is primarily a lecture course. Dealey's The Family, and the American Sociological Society's Publication on the Family are used as supplementary texts, together with reference reading and class discussion. Sophomore year, winter term. (Not to be given in 1915-1916.)

5. Modern Social Problems. The first half of the course is a general survey based on Nearing's Social Adjustment. The second half is devoted to an intensive study of one problem selected by the class, such as charities and correction, criminology, rural life, child labor, social hygiene, eugenics. Sophomore year, spring term. (Not to be given in 1915-1916.)

6. The Economics of Capitalism. A study of permanent economic principles, especially as they operate under the present eco-

nomic system, and also of the principles and conditions peculiar to capitalism. Capitalism is tested as a system of production and distribution. The concepts and the workings of rent, interest, and profits are analyzed and criticised. The premises and logic of the defenders of capitalism are examined and discussed. The total aim is to estimate the value and the shortcomings of the system. Text is Reeve's The Cost of Competition, supplemented by wide reading of concrete material selected as a basis for class discussion and conclusions. Junior year, fall term.

7. Economic Reform. A study of the various proposals and attempts to remove the grosser evils of capitalism. The program of government regulation is examined and criticised. Incidental attention is given to profit-sharing, "welfare work," and other palliatives of capitalism. The coöperative movement is thoroughly studied, and appraised. The aim of the course is to estimate the possibility of satisfactorily remedying economic evils, without revolutionary measures. Junior year, winter term. (Not to be given in 1915-1916.)

8. Economic Revolution. A review of the Economic Interpretation of History, Exploitation, the Class Struggle, and the general theory of Socialism. The socialist philosophy and movement are analyzed and criticised. The principles and activities of syndicalists and industrial unionists receive due attention. Text-books are Kelley's Twentieth Century Socialism, and The Case Against Socialism. Junior year, spring term. (Not to be given in 1915-1916.)

9. Taxation. A study of taxation as an agency of social maintenance and progress. Special attention is given to the increment tax, the rental tax, the income and inheritance taxes. Text-book is Seligman's Essays on Taxation. Junior year, winter term.

10. Rural Economics. The economic aspects of country life and work. Text-books are Simons' The American Farmer, and Carver's Rural Economics. Junior year, spring term.

At the option of a majority of the students desiring economics during winter or spring term, there may be substituted for any of the Courses 7-10 one of the following: 11. Money and Banking; 12. Labor Organizations; 13. Public Finance; 14. Trusts.

EDUCATION

For the courses in Education see the descriptive text regarding the Teachers' Department.

MATHEMATICS

PROFESSOR KNAPP

2. Plane Trigonometry. Definitions and fundamental notions; systems of angular measurement; trigonometric formulæ, their derivation and transformation; solutions of equations and of numerical problems. Freshman year, fall term.

4. Plane Analytic Geometry. Rectilinear and polar systems of coördinates; the straight line, circle, parabola, ellipse, and hyperbola; tangents and normals; general equation of the second degree and certain higher plane curves. Prerequisite, Mathematics 2. Freshman year, winter term.

10. Plane Surveying. The use and adjustments of instruments, and the methods employed in practical surveying. The work includes chaining, triangulation, leveling, calculating areas and earthwork, establishing grades, dividing land, railway location, laying out curves, mapping, and topographical work. Especial attention is given to field work. Prerequisite, Mathematics 2. Freshman year, spring term.

8. College Algebra. Logarithms; series; permutations, combinations, and probability; determinants and the theory of equations. Sophomore year, fall term.

6, 7. Differential and Integral Calculus. Differentiation of algebraic and transcendental functions, with elementary applications of the calculus, especially in maxima and minima, and in the expansion of functions, the general treatment of curve tracing, asymptotes, inflection, curvature, and singular points; radius of curvature and envelopes. Direct integration of elementary forms, including integration by decomposition of fractions; integration by substitution, by parts, and by the aid of reduction formulæ. Applications particularly in the rectification, quadrature, and cubature of curves. Prerequisite, Mathematics 4. Sophomore year, winter and spring terms.

11. Spherical Trigonometry and Solid Analytic Geometry. The development and transformation of formulæ; solution of spherical triangles with applications in geodesy, navigation, and astronomy. Systems of coördinates in solid analytic geometry; loci; lines, planes, surfaces; general equations of the second degree; ruled surfaces. Prerequisite, Mathematics 4. Junior year, spring term.

12. Differential Equations. Equations of the first and second orders; linear equations; solutions of equations by series; miscellaneous applications. Prerequisites, Mathematics 6 and 7. Junior year, spring term. (Not to be given in 1915-1916.)

9. Astronomy. A general survey; definitions; description and use of instruments; earth, moon, sun, planets, aerolites and shooting stars, comets, fixed stars; stellar and planetary evolution. Prerequisite, Mathematics 2. Junior year, winter term.

13. The History of Mathematics. Mathematical knowledge and methods of primitive races; Egyptians; the Greek schools; the Middle Ages and the Renaissance; mathematics of the seventeenth and eighteenth centuries; recent times; résumé by topics with a study of the methods of teaching elementary mathematics. Senior year, spring term.

CHEMISTRY

PROFESSOR MCCLENAHAN AND LABORATORY ASSISTANTS

1. General Inorganic Chemistry. A beginner's course in modern chemical theory and practice. Suitable experiments are selected, but the requirements of the course center about lectures and quizzes, both oral and written. Mellor's Modern Inorganic Chemistry is the text. It is expected that the Chemical Library be freely used by all members of the College taking this course. Special topics are assigned for library work in the history of chemistry and in special phases of industrial and technical chemistry. Laboratory practice, four hours a week; lectures and quizzes, three hours. Freshman year, fall term.

2. General Inorganic Chemistry. A continuation of Course 1 during the first half of the winter term. Second half of the winter term, an introduction to Qualitative Chemical Analysis. The library and text-book work of the latter half of the term has to do more particularly with the metals. The order of their presentation for discussion and laboratory study follows the analytical order as outlined in Gooch and Browning's Outlines of Qualitative Chemical Analysis. Continual reference is made to Mellor's Modern Inorganic Chemistry. Laboratory practice, six hours a week; lectures and quizzes, two hours. Freshman year, winter term.

3. General Inorganic Chemistry and Qualitative Analysis. A continuation of Course 2. This is more particularly a course in metallurgical and applied chemistry with respect to the library work, and in analytical chemistry with respect to the laboratory. The same text and manual is used as in Course 2. Laboratory practice, six hours a week; lecture and quiz, two hours. Freshman year, spring term.

10. General Inorganic Chemistry. Parallel to Course 2. This course is designed more particularly for students in Home Economics. The laboratory exercises are distinctively qualitative and analytical. The lectures are supplemented by library work. Definite topics are provided for special reports. Laboratory practice, six hours a week; lectures and quizzes, two hours. Prerequisite, Chemistry 1. Freshman year, winter term.

11. Elementary Organic and Household Chemistry. Designed primarily for students in Home Economics. Laboratory practice, six hours a week; lectures, two hours. Prerequisites, Chemistry 1 and 10, or 1 and 2. Freshman year, spring term.

12. Advanced Household Chemistry. A course dealing with elementary biochemistry, chemical sanitation, food analysis, and poisons. This is a laboratory course of eight laboratory hours and one lecture a week. Much use is made of the library. The study is topical. Prerequisites, Chemistry 1, 2, and 11, or 1, 10, and 11. Sophomore year, fall term.

4. Quantitative Chemical Analysis. A laboratory course of eight hours a week in the volumetric and gravimetric methods ordinarily employed in quantitative chemical analysis. The instruction is individual, and there is continual reference to the well-stocked reference library and to current literature. Independence of thought is the aim, and the most scrupulous care to exactness of technic is required. One hour a week in addition is devoted to quizzes and informal discussions. Prerequisites, Chemistry 1, 2, and 3. Junior year, fall term.

5. Quantitative Chemical Analysis. A continuation of Course 4. Junior year, winter term.

6. Quantitative Chemical Analysis. A continuation of Course 5. Junior year, spring term.

7. General Organic Chemistry. Liberal use of the Chemical Library is required. Individual reports on special topics. The course is arranged for topical study. No particular text-book is required, but there is repeated reference to such texts as Holleman, Perkin and Kipping, and Cohen, to such larger works as Richter, and to current literature. Laboratory practice, eight hours a week; lecture or quiz, one hour. Senior year, fall term.

8. General Organic Chemistry. A continuation of Course 7. Senior year, winter term.

9. General Organic Chemistry. A continuation of Course 8, with some definite applications to biological chemistry, both analytical and theoretical. Senior year, spring term.

For acceptable substitutes for Chemistry courses in the Science Group, see Geology and Mineralogy.

GEOLOGY AND MINERALOGY

PROFESSOR MCCLENAHAN

1. Mineralogy. A laboratory course of eight hours each week, accompanied by one hour lecture each week. Brush-Penfield's Determinative Mineralogy is the manual. Prerequisites, Chemistry 1, 2, and 3. Senior year, fall term.

2. General Geology. Dynamic and Structural. Chamberlain and Salesbury's College Geology is the text. Prerequisites, Chemistry 1, 2, and 3. Senior year, winter term.

3. General Geology. Historical. A continuation of Course 2. Much use is made of the United States Geological Folios and Atlas. Also occasional field trips are made to interesting localities in the county. Senior year, spring term.

Geology 1, 2, and 3 may be substituted for Chemistry 7, 8, and 9 by students electing the Science Group.

PHYSICS

PROFESSOR KNAPP

1. Mechanics and Heat. Lectures, recitations, and quantitative experiments. Prerequisite, Mathematics 2. Laboratory practice, four hours a week; recitations, three hours. Junior year, fall term.

2. Sound and Light. A continuation of Course 1. Junior year, winter term.

3. Electricity and Magnetism. A continuation of Course 2. Junior year, spring term.

BIOLOGY

MISS GREEN AND LABORATORY ASSISTANTS

1. General Invertebrate Zoölogy. Classroom work, accompanied by dissection of typical forms, and field work. Text-book, Colton's Zoölogy. Prerequisites, elementary physiology and Chemistry 1 and 2. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, fall term.

2. General Vertebrate Zoölogy. Classroom work, accompanied by dissection of typical forms, and field work. Text-book, Colton's Zoölogy. Prerequisites, Chemistry 1 and 2. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, winter term.

3. Botany. Life History of Plants from Seed to Flower. Emphasis is laid upon the chief problems involved in the physiology, ecology, and morphology of the seed, the developing plant, and the flower. Text-book, Bergen and Davis' Principles of Botany. Prerequisites, Chemistry 1 and 2. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, fall term.

4. Botany. Plant Morphology. A rapid morphological survey of the four great plant groups. Text-book, Bergen and Davis' Principles of Botany. Prerequisites, Chemistry 1 and 2. Laboratory practice, four hours a week; recitations, three hours. Sophomore year, spring term.

5. Botany. Plant Physiology. A study of the most evident life relations of plants, embracing the fundamental principles of plant physiology. Classroom work, accompanied by experimental work in the laboratory. The work is not confined to any one text-book, but references are given out to various standard text-books on plant physiology. Prerequisite, Biology 3. Laboratory practice, four hours a week; recitations, three hours. Junior year, winter term.

6. Botany. Morphology of Thallophytes. A more detailed study of the algae and fungi. The knowledge obtained of rusts, smuts, mildews, and molds renders this a valuable course from an economic standpoint. Lichens abound in this vicinity. Prerequisite,

Biology 4. Laboratory practice, four hours a week; recitations, three hours. Junior year, spring term.

7. Botany. Morphology of Bryophytes and Pteridophytes. Mosses, liverworts, ferns, equisetums, and lycopods are more thoroughly studied. The abundance of bryophytes and ferns in the surrounding region makes this an attractive group. Prerequisites, Biology 4 and 6. Laboratory practice, four hours a week; recitations, three hours. Junior year, spring term.

8. Botany. Morphology of Gymnosperms and Angiosperms. Prerequisites, Biology 4, 6, and 7. Laboratory practice, four hours a week; recitations, three hours. Junior year, spring term.

9, 10. Advanced Physiology. Classroom work and laboratory experiments, bringing out the fundamental principles of the circulatory, respiratory, digestive, and nervous systems. This course is especially valuable to students intending to take up the study of medicine. Prerequisites, elementary physiology, elementary physics, Biology 2, and Chemistry 1 and 2. Laboratory practice, four hours a week; recitations, three hours. Senior year, winter and spring terms.

Courses 3, 4, and 5 will be given each year, and either Course 6, 7, or 8. By this alternation of courses, a student will be given an opportunity to pursue the subject further than would otherwise be possible.

HISTORY

MRS. ALEXANDER

1. Nineteenth Century History. The object of this course is the study of conditions in Western Europe as they have been developed from the French Revolution. The subjects include the growth of republican ideas in France, the unification of Italy, the establishment of the German Empire, and the revolutionary movements of 1830 and 1848. Special topics for individual study are taken up by each member and pursued throughout the course. Freshman year, winter term.

2. History of Civilization. Among the subjects studied are the influence of the Church, the Italian Renaissance, the German Reformation. The work is done to some extent in text-books or prescribed authors, but students are required to submit oral reports of special library work. Freshman year, spring term.

7. Roman History and Politics. This course is given in English. No language requirement. A general survey of Roman History from the earliest period until the time of Charlemagne. During the latter part of the term the class makes a careful study of the political development of the Roman State. The texts used are Ab-

bott's Short History of Rome and Abbott's Roman Political Institutions. This course is identical with Latin 12. Sophomore year, winter term.

3. Church History. A general survey of the history of the Church from the first century to the present time, with especial emphasis upon the great leaders and thinkers of the Church. Text-book and library work. Sophomore year, spring term.

4, 5. American History. In this course, students are expected to centralize their work upon one line of development—constitutional, economic, social, ethical, or religious—and the result of the special work is to be handed in as a term theme. Junior year, fall and winter terms.

6. A study of Simons' Social Forces in American History. This course was offered in 1913-1914 to meet a special demand, and was not added permanently to the curriculum. Junior year, spring term.

ENGLISH LANGUAGE AND LITERATURE

PRESIDENT WILSON, MRS. ALEXANDER, AND PROFESSOR GILLINGHAM

2, 3. Rhetoric. Genung's Practical Elements of Rhetoric, with illustrative examples, is studied, and the students are familiarized with the principles of style and invention. Practical exercises accompany the study of the text-book. This is accompanied by work in Rhetorical Analysis, consisting of application of the principles referred to above. The work is altogether practical, and consists of rhetorical criticism of selections of English prose and of original work in sentence structure, paragraphs, and longer compositions prepared by the students both in and for the classroom. Freshman year, winter and spring terms.—PRESIDENT WILSON.

1. Outlining and Argumentation. *Five Weeks.*—Outlining or analysis of topics for discussion. Analytical study of the principles of debating. Practical work is done in accordance with a system of principles and rules collated by the instructor in charge. The absolute necessity of method in all composition is emphasized. At least fifteen outlines of assigned topics are presented by each student, and criticised and returned by the professor. *Nine Weeks.*—Argumentation. This part of the course follows the work in outlining and involves the application of the principles that have been studied in the production of finished argumentative exercises, which are delivered in class, and criticised by the instructor. Attention is given to the delivery as well as to the thought and composition, since the aim of the course is to develop the power of effective public address. Sophomore year, fall term.—PROFESSOR GILLINGHAM.

5, 6. English Literature. A survey of the entire field of English Literature from its beginning to the death of Victoria. As a guide, Long's History of English Literature is employed, but much use is

made of Saintsbury, Garnett and Gosse, and other advanced works in this subject. The development of the literature from period to period is carefully noted, and the lives, works, and characteristics of the more prominent authors are studied and criticised. Sophomore year, winter and spring terms.—MRS. ALEXANDER.

4. American Literature. Two weeks are devoted to Colonial literature. The rest of the time is given to a careful study of the works of the leading American poets and prose writers of the nineteenth century. Library work and Page's Chief American Poets. Junior year, fall term.—MRS. ALEXANDER.

11. Development of English Poetry. This course is an introductory study of the technic of the art of verse. The forms of English poetry are studied, including the epic, ballad, sonnet, ode, and other lyrics. These forms will be traced in examples from Chaucer to Tennyson. The object of the course is to increase the enjoyment and appreciation of poetry by insight into the methods of the poets and by acquaintance with the best examples of their art. Junior year, winter term.—MRS. ALEXANDER.

7. Nineteenth Century Prose. This course will be a study of representative nineteenth-century prose writers, with especial attention to the development of the essay and of prose fiction. The work will be based on typical essays of Lamb, Macaulay, Carlyle, Ruskin, Stevenson, and Arnold; and representative fiction by Jane Austen, Charlotte Bronté, George Eliot, Thackeray, Meredith, and Kipling. Senior year, fall term.—MRS. ALEXANDER.

8. Shakespeare. A chronological study of Shakespeare, noting the development of his poetic art; with introductory lectures on the evolution of the drama, and on the contemporaries of Shakespeare. Senior year, winter term.—MRS. ALEXANDER.

9. Nineteenth Century Poets. A study of Wordsworth, Tennyson, and Browning, with introductory lectures, classroom criticism, and papers on assigned subjects. Senior year, spring term.—MRS. ALEXANDER.

10. Theme Writing. This course gives instruction and practice in the four kinds of composition: exposition, argumentation, description, and narration. Daily exercises and themes are written and criticised in class. These are designed to illustrate the use of words and the structure of sentences and paragraphs, and to give general practice in writing on various subjects. In addition, at least four themes, of from a thousand to fifteen hundred words each, must be handed in. Senior year, spring term.—MRS. ALEXANDER.

LATIN

PROFESSOR BASSETT

1. Livy. Book xxi and selections from Book xxii. The class makes a thorough study of the historical setting of Livy's narrative.

Special emphasis is laid upon the syntax. Sight reading. Freshman year, fall term.

2. De Senectute and De Amicitia. A careful study of De Senectute, followed by a rapid reading of De Amicitia. Special attention is given to the author's thought and style, and to practice in translation. Sight reading. Freshman year, winter term.

9. Tacitus and Seneca. Tacitus' Agricola and selections from the writings of Seneca. The class makes a critical study of the historical setting, structure, and purpose of the Agricola. The characteristics of Silver Latin as illustrated in the style of Tacitus and Seneca receive close attention. Freshman year, spring term.

3. Cicero and Pliny. Selections from the letters of Cicero and Pliny. The letters read will be such as illustrate the life, customs, and political history of the times, and the characters of the writers. Sight reading. Prerequisite, one of the preceding courses. Sophomore year, fall term.

4. Horace. Odes and Epodes. This course together with Course 5 presents a general view of the works of the poet Horace. By this time the student has a sufficient knowledge of the grammatical structure of the language to enable him to study the poems of Horace from a literary viewpoint. Special attention is paid to the metrical structure, and the class receives thorough drill in scansion. Prerequisites, two of the preceding courses. Sophomore year, winter term.

5. Horace and Juvenal. Selections from the Satires and Epistles of Horace, including the Ars Poetica, and selections from the Satires of Juvenal. A continuation of Course 4. The class makes a careful study of the origin and development of Roman satire. Prerequisite, Latin 4. Sophomore year, spring term.

6. Roman Literature of the Republic. The work of the Junior year consists of a thorough and systematic review of the whole period of Roman literature—its beginnings, development, and decline—with special reference to its connection with Roman history. The three courses should be taken in succession. They presuppose thorough familiarity with Latin Syntax, a good working vocabulary, and considerable practice in translation. All the preceding courses should be taken before these are attempted. The texts used are Fowler's History of Roman Literature and Smith's Latin Selections. Readings from representative authors. Lectures by the professor in charge. Reports are required on assigned portions of the various histories of Latin literature and other reference works. The work of this term is a study of the fragments of early Latin, the plays of Plautus and Terence, Lucretius' De Rerum Natura, Catullus, and the prose writers of the age of Cicero. Junior year, fall term.

7. Roman Literature of the Empire (A). The Augustan Age. A continuation of Course 6. Selections from Vergil's Eclogues and Georgics and Books vii to xii of the Æneid, Horace's Epodes, Ovid, and the Elegiac Poets, and the prose writers of the period. Junior year, winter term.

8. Roman Literature of the Empire (B). Silver Latin, and Post-classical Latin. A continuation of Course 7. Selections from Lucan, Seneca, Martial, Pliny the Elder, Quintilian, Tacitus, Suetonius, Apuleius, Minucius Felix, and others. Junior year, spring term.

10. Teachers' Course. This course is intended to assist those who expect to teach high-school Latin. After a systematic survey of the principles of the language, the class considers the most effective methods of teaching First Latin, Caesar, Cicero, and Vergil. Lectures, discussions, papers, and collateral reading. Open to students who have had at least one reading course. This course is identical with Education 7. Senior year, spring term.

11. Mythology. This course is given in English, and is intended primarily for those that have no knowledge of Latin. It will prove valuable, however, to classical students that desire a more thorough acquaintance with the mythology of Greece and Rome. The work includes a general survey of Graeco-Roman Mythology, a study of ancient Roman religious rites and festivals, and a brief outline of Norse and Egyptian mythology. Stress is laid upon the influence of the Myths on English Literature. Selections from Milton, Shakespeare, and Dante are read in class, and collateral reading in English Literature is required. Sophomore year, fall term.

12. Roman History and Politics. This course is given in English. No language requirement. A general survey of Roman History from the earliest period until the time of Charlemagne. During the latter part of the term the class makes a careful study of the political development of the Roman State. The texts used are Abbott's Short History of Rome and Abbott's Roman Political Institutions. This course is identical with History 7. Sophomore year, winter term.

GREEK

Professor Calhoun

1, 2, 3. College Beginning Greek. This course is designed only for students sufficiently well prepared in other subjects to enable them to complete the entrance Greek in one year. The work of the fall term purposes to secure a mastery of the principal inflections, a careful study of the principles of syntax, and facility in reading and writing easy sentences in Greek. In the winter term the reading of the Anabasis is begun, continuing through the spring term with

a thorough review of Greek grammar and Greek composition. Selections from other authors are brought in for sight translation. Freshman year, fall, winter, and spring terms.

4. Herodotus and Thucydides. Selections from the works of Herodotus and Thucydides are read. A careful study of the dialect of Herodotus is made, and special reading is assigned on the rise and development of history as a division of Greek literature. A study of the history of Greek literature is begun, based on Wright's and Jebb's texts, with assigned reading in Mueller and Mahaffy. Sophomore year, fall term.

5. Lucian. Several of the more important dialogs are read, and the peculiarities of the late Attic style are studied. The study of the history of Greek literature is continued. Sophomore year, winter term.

11. Greek Testament. One of the Gospels or the Acts is read in class, Westcott and Hort's text being used, with Thayer's lexicon and Winer's and Robertson's grammars. In connection with the reading of the assigned text, a study is made of the general characteristics of Hellenistic Greek, the literature of this period, and the most important New Testament manuscripts and versions. Sophomore year, spring term.

6. Plato. The Phaedo is read for the immortal teachings of Socrates, with the Apology or the Crito for his life and death. Brief outline of pre-Socratic philosophy. A study is made of the philosophic dialog and of Plato's literary style. Sight translation from easy Attic prose. Junior year, fall term.

7. Tragic Poetry. Æschylus' Seven against Thebes or Prometheus Bound, and Sophocles' Œdipus Tyrannus or Antigone are read in alternate years, with one play from Euripides, either Alcestis or Iphigenia in Tauris. The origin and development of tragedy, the Greek theater, and other related topics are discussed in lectures and studied in assigned readings. Junior year, winter term.

8. Comic Poetry. The Frogs of Aristophanes is read in class. The development of comedy and its place in Greek literature and Greek life are studied. One hour a week is given to the study of Greek architecture, based upon a text-book, supplemented by lectures and the examination of drawings and stereographs. Alternates with Courses 9 and 10. Junior year, spring term.

9. Oratory. Selections from Lysias and Demosthenes constitute the basis of a general study of the rise and development of political oratory and of its influence on Greek literature. Frequent written translations are required to develop accuracy and elegance in rendering the polished style of the classical orators. One hour a week is devoted to lectures and discussions on Greek sculpture and paint-

ing, Tarbell's History of Greek Art being used as a text. Alternates with Courses 8 and 10. Junior year, spring term.

10. The Odyssey. This is designed to be a rapid reading course covering the entire Odyssey, of which the equivalent of about nine books is read in the original and the intervening portions in a translation. Merry's two-volume edition of the Odyssey is used as a classroom text. Homeric geography, politics, religion, home life, and art are studied in connection with the reading of the text. Alternates with Courses 8 and 9. Junior year, spring term.

GERMAN

Professor Perkins

1, 2, 3. College Beginning German. This course is designed for students who enter college without German, but who are sufficiently prepared in language study to be able to complete entrance German in one year. The work of the fall term is intended to give the student a mastery of the grammar, easy prose translation, and simple conversation. Six or more popular German poems are committed to memory. Text-books, Joynes and Meissner's Grammar and Guerber's Märchen und Erzählungen. During the winter term such intermediate texts as von Hillern's Höher als die Kirche and Baumbach's Der Schwiegersohn are read and made the basis of conversation and composition exercises. Drill in grammar. In the spring term Schiller's Wilhelm Tell is read and its dramatic structure studied. Selected passages are committed to memory and original themes are written in German on subjects connected with the plot. Freshman year, fall, winter, and spring terms.

4. Prose Translation and Composition. A modern Reader and Mosher's Willkommen in Deutschland are used. With the former, emphasis is laid principally upon translation and on extending the vocabulary; and with the latter upon oral work and composition, with a progressive review of the grammar. Prerequisites, German 1, 2, and 3, or their equivalents. Sophomore year, fall term.

5. Schiller's Life and Works. Two of Schiller's dramatic works, including Wallenstein's Tod, are translated and studied in the classroom, and a third (in 1914-1915, Maria Stuart) is read out of class. Outlines of the plots of two of these plays are presented by the students, the first in English and the second in German. Schiller's life and literary career are made the subject of reference reading and written report. Sophomore year, winter term.

6. Goethe's Life and Faust. The First Part of Faust is studied and discussed in the classroom. Goethe's life and career are made the subject of reference reading and written report. Sophomore year, spring term.

7. Advanced Composition and Conversation. This course is conducted in German and consists of translation of representative English prose into the German idiom. Sketches from German History are made the basis of classroom discussion and German themes are presented on various phases of German life and customs. Prerequisites, German 1, 2, and 3, or their equivalents. Junior year, fall term.

8. Survey of German Literature. This course consists of three parts. (1) A study of the History of German Literature from the text-book. (2) Reading, out of class, literature representative of the different periods of German Literary History. (3) Lectures on the political and social forces which determined the character and growth of German Literature. Junior year, winter term. (Not to be given in 1915-1916.)

12. Modern Drama. Representative plays of such authors as Hauptmann, Sudermann, and Fulda; collateral reading and reports. Junior year, winter term.

9. Lessing's Life and Dramatic Works. A critical study is made of Nathan der Weise and one other of Lessing's dramas. A third drama may be read out of class. Lessing's life and career are made the subject of reference reading and written report in German. Junior year, spring term. (Not to be given in 1915-1916.)

13. The Novel. Scheffel's Ekkehard, Sudermann's Frau Sorge, and other novels are read and discussed in class. Collateral reading. Junior year, spring term.

10. Teachers' Course. A general review of German grammar, historical and comparative syntax, synonyms, and characteristics of German style. Theories of instruction in modern languages. Open to students that have had at least one reading course. This course is identical with Education 6. Junior year, spring term.

FRENCH

PROFESSOR PERKINS

1, 2, 3. College Beginning French. This course is designed for those who enter college without French and are sufficiently well prepared in language study to be able to complete the grammar and easy prose in the fall term. The course consists of reading some of the most representative authors, some of which reading is done out of class. Romanticism as represented by the work of Lamartine, Hugo, and De Musset. The life and customs of the French people are studied. Sophomore year, fall, winter, and spring terms.

SPANISH

PRESIDENT WILSON

1. De Tornos' Combined Spanish Method is used. Beginning with the second lesson, the principal exercises are the translation of

English into Spanish and of Spanish into English. Senior year, fall term.

2. Galdos' Marianela; El Si de las Niñas; conversation and composition. Senior year, winter term.

HEBREW

PROFESSOR GILLINGHAM

1. An elementary course, grammar, and exercises, and reading of easy portions of the Old Testament. Text-books, Harper's Inductive Hebrew Method and Manual, and Elements of Hebrew. Offered every second or third year. Senior year, fall term. (Not given in 1914-1915.)

2. Harper's texts, continued. The satisfactory completion of both courses will enable candidates for the ministry to secure advanced standing in Hebrew in the theological seminary. Senior year, winter term.

ENGLISH BIBLE

PROFESSOR GILLINGHAM

1. Life of Christ. Freshman year, fall term.
2. Pioneers of Palestine. Freshman year, winter term.
3. Princes of Palestine. Freshman year, spring term.
4. People of Palestine. Sophomore year, fall term.
5. Teachings of Jesus. Sophomore year, winter term.
6. Apostolic Christianity. Sophomore year, spring term.
7. A Bird's-eye View of the Bible. Junior year, fall term.
8. Poets of Palestine. Junior year, winter term.
9. Prophets of Palestine. Junior year, spring term.
10. Men and Messages of the Old Testament. Senior year, fall term.
11. Men and Messages of the New Testament. Senior year, fall term.

These courses are described under The Bible Training Department.

Five courses in Bible and allied subjects are required for graduation. Three of these must be in English Bible, and may be taken during the Freshman, Sophomore, and Junior years in any term. The required work for Seniors consists of the allied subjects, The Grounds of Theistic and Christian Belief (Philosophy 3), and Ethics (Philosophy 4).

FAYERWEATHER SCIENCE HALL

THE TEACHERS' DEPARTMENT

A large percentage of the graduates and undergraduates of Maryville College become teachers. They are found in all sections of the United States, especially in the Southern Appalachian region, and in the Southwest and West, and are employed in elementary schools, high schools, and colleges.

The instructors in the various departments of the College endeavor to conduct their work in such a way as to help train teachers both by the thoroughness of the instruction given in the various branches, and by the object lesson of the methods employed in the classrooms. Competent teachers selected from many colleges and universities bring the best methods of those schools to their work at Maryville. The teachers trained at Maryville rank high in sound scholarship and practical pedagogy.

Besides providing model methods in college management and classroom work, the College maintains a special department for the vocational training of teachers.

In the Teachers' Department a six years' course of study designed to equip prospective teachers thoroughly for their profession is offered.

PREPARATORY

The first four years correspond closely to the regular courses of the Preparatory Department, and these four years contain sixteen units of academic work. Those completing these four years are admitted to the Freshman Class of the College.

Synopsis of Courses.—The following is a synopsis of the courses in the four preparatory years:

First Year	Second Year	Third Year	Fourth Year
Mathematics II	Mathematics III	Mathematics IV	Math. V (Fall)
English I	English II	English III	Eng. IV (W.& S.)
Latin I	Latin II	Lat. III, Ger. I,	Lat. IV, Ger. II,
History I	Science I	or French I	or French II
*Mathematics I	*History II	History III	Science II
	*Bookkeeping I		Pedagogy I
			*History IV

* May be taken as an extra study by permission of the Principal of the Preparatory Department.

Pedagogy.—Fourth Year: I. (a) School Management and The Method of the Recitation. This part of the course is designed to prepare the teacher to control and teach a common school in accordance with sound pedagogical principles and methods. The principles underlying class management and instruction are studied, and the practical problems of organization, discipline, and general method are discussed. Seeley's School Management and McMurry's Method of the Recitation are used as text-books. (b) Methods of Teaching. The work of the winter term is devoted to the study of the various methods of teaching. The difference between the Object Method, the Direct Method, and the Development Method is shown by numerous illustrations; the advantages and disadvantages of each are pointed out; and the method of combining them practically in teaching the fundamental subjects in our schools is developed. Special methods in reading, language, arithmetic, history, geography, and other subjects are considered in detail. White's Art of Teaching and Gilbert's What Children Should Study and Why, are used as text-books. (c) Reading Circle. In the spring term the books selected for the Tennessee Teachers' Reading Circle are carefully studied, and supplemental lectures are given by the professor in charge. This course is open also to such students in the college classes as may desire special work in these lines. Teachers who enter College after the Christmas holidays may join the class.

Special Courses.—To accommodate teachers and others who enter College after the Christmas holidays, special courses in history, civics, higher arithmetic, and grammar are offered. Students may also take up any full-year course offered in the curriculum of the preparatory years for which they are prepared. College courses may also be taken by those who have had sufficient preparation.

Special Double Courses.—In addition to the regular courses, and the special courses referred to above, special double courses in Beginning Latin and Beginning Algebra are provided, by which a full year's credit in these studies may be secured during the winter and spring terms. The classes recite ten hours each a week, and prepare respectively for Caesar and Advanced Algebra. For the successful completion of the double course in either Latin or Algebra one unit credit will be given; for any of the other preparatory courses, proportional credit will be allowed.

Other Courses. — Detailed descriptions of the courses outlined in the four preparatory years of the Teachers' Department will be found under Departments of Instruction in the Preparatory Department pages 39 to 43.

COLLEGE

The work of the two college years of the Teachers' Department corresponds somewhat to that of the Freshman and Sophomore years of the College. Seven of the eight courses of the College Department of Education are completed during these two years, thus giving the student that completes the work of the Teachers' Department a very thorough vocational training. The courses in pedagogy, psychology, and the history of education are conducted in accordance with the best normal methods now in vogue. Those completing the work of this department may, after two years' additional work, graduate from the College in the Education Group of studies and receive the Bachelor's degree.

Synopsis of Courses.—The following is a synopsis of the courses offered in the two college years:

Education 1, 2, 3, 4, 5, 6, 7, and 8 (Eight courses to be taken).

English 1, 2, and 3 (Three courses to be taken).

Mathematics 2 (To be taken).

Chemistry 1, 2, and 3; Biology 1; Latin 1, 2, 3, and 4; German 1, 2, 3, and 4 (Four courses to be taken).

Bible 1, 2, 3, 4, 5, and 6 (Two courses to be taken).

Education.—1. Elementary Psychology. This course is designed for students taking the Teachers' Course. It is a text-book course, supplemented by lectures and typical experiments. Pillsbury's Essentials of Psychology is used as a text-book. This course is identical with Psychology 1. Fifth year, fall term.

2. Psychology Applied to Education. The discussion of psychological problems which have reference to education: theory of recapitulation, correlations between mind and body, instinct, memory, imagination, apperception, interest, work, fatigue, motor control, and volition. The text-book used is Bolton's Principles of Education, supplemented by lectures. This course is identical with Psychology 2. Fifth year, winter term.

3. History of Education. A study of the educational systems of early China, Greece, and Rome; the history of Christian education; the rise of the universities; the Renaissance; and the educators of the sixteenth, seventeenth, eighteenth, and nineteenth centuries. A careful study is made of such modern educators as Rousseau, Pestalozzi, Froebel, Herbart, and Horace Mann. The last part of the course is devoted to the comparison of the school systems of Germany, France, England, and the United States. Monroe's History of Education is used as a text-book. Sixth year, fall term.

4. Child Psychology. Problems, methods, and data in the psychological growth of children and youth. This course is developed with special reference to the dynamic conception of the mind, and

mental growth as a function of sensori-motor coördination. From this point of view, attention, perception, apperception, interest, habit, and will are discussed. The course is designed to show the application of psychological laws and principles to educational theory and practice. This course is identical with Psychology 3. Sixth year, winter term.

5. Problems in Secondary Education. Present ideals in education. The moral element in education. Adolescence and education. The disciplinary basis of courses of study. The high-school curriculum. History of the high-school curriculum since the Renaissance. Arts and technology in secondary education. The social organization of the high school. Athletics in education. Sex pedagogy in the high school. The school and the community. On sending boys and girls to college. High School Education, by Johnston and others, is used as a text-book, supplemented by Hall's Problems in Education, lectures, and reports by students. Sixth year, spring term.

6. Teachers' Course in German. A general review of German grammar, historical and comparative syntax, synonyms, characteristics of German style. Theories of instruction in modern languages. This course is identical with German 10, and is open to students that have had at least one reading course. Sixth year, spring term.

7. Teachers' Course in Latin. This course is intended to assist those who expect to teach high-school Latin. After a systematic survey of the principles of the language, the class considers the most effective methods of teaching First Latin, Caesar, Cicero, and Vergil. Lectures, discussions, papers, and collateral reading. This course is identical with Latin 10, and is open to students that have had at least one reading course. Sixth year, spring term.

8. Educational Psychology. Psychology applied to teaching and management in the high school and upper grammar grades; a study of the group consciousness and social instincts of adolescents, competition, rivalry, sex, dress, social organization, with special reference to the meaning of these facts in their application in the organization of the school. This course is identical with Psychology 5, and is open to Seniors and to those who have completed Psychology 1, 2, and 3. Sixth year, spring term.

Other Courses.—Detailed descriptions of the other courses offered in the synopsis of the college years of the Teachers' Department will be found under Departments of Instruction in the College Department, pages 15 to 32.

THE PREPARATORY DEPARTMENT

The purpose of the Preparatory Department is to furnish thorough courses of training in high-school branches leading to entrance to the Freshman Class. Conditioned Freshmen are permitted to make up their conditions in this department. Students in the Teachers' Department take their first four years' work in preparatory courses, and Bible Training students have the privilege of electing studies in this department. Opportunities are provided also for a large and worthy class of young people, with limited means and time at their command, to obtain some preparation for their future work. All the privileges and advantages of the institution are available to students in the Preparatory Department.

ADMISSION

Admission to the department is by examination. Certificates from principals of secondary schools will, however, be accepted and credit given for equivalent work in any of the subjects required for graduation. Credit thus given is conditional, and will be canceled in any subject in which the student is found to be deficient. Full credit for physiology or physics will not be given unless a reasonable amount of laboratory work has been done in connection with the text-book work. Diplomas must be accompanied by certified statements of the amount of time devoted to each subject studied, and the passing grade, together with the name of the text-book used and the ground covered. Certificates for studies of primary grade and for examinations taken in county normals will not be accepted for credits, but if indorsed by the principal or county superintendent may be accepted as testimonials as to character and general ability. In all cases students coming from other secondary schools, whether asking for credits or not, must present letters of honorable dismissal from their former principals. Students that have been out of school for a number of years are admitted under the general rule that all candidates for admission must furnish satisfactory evidence of good moral character, and must have completed the common-school branches. Students that have not had the advantage of sufficient preparation and that fail to pass the entrance examination are, if not too deficient, prepared for entrance in a room provided for that purpose. Applicants under fifteen years of age, unless residents of Maryville, will not be admitted.

COURSES OF STUDY

The department offers two courses of study: the Classical and the General. All regular courses of study begin in the fall term and continue throughout the year, except as noted in Mathematics V and English IV. Courses may be entered at the opening of the winter or spring term, provided the student has had the work of the preceding term or its equivalent.

SYNOPSIS OF COURSES

Classical	General
FIRST YEAR	FIRST YEAR
Mathematics II	Mathematics I
English I	Mathematics II
Latin I	English I
History I	History I
*Mathematics I	
SECOND YEAR	SECOND YEAR
Mathematics III	Mathematics III
English II	English II
Latin II	Science I
Science I	History II, or
*History II	Bookkeeping I
THIRD YEAR	THIRD YEAR
†Mathematics IV	Mathematics IV
†English III	English III
Latin III	German I, or
German I	French I
French I	History III
History III	
FOURTH YEAR	FOURTH YEAR
†Mathematics V (Fall)	Mathematics V (Fall)
†English IV (W. & S.)	English IV (W. & S.)
Latin IV	German II, or
German II	French II
French II	Science II
†Science II	History IV
History IV	

NOTES.—1. English Bible is required for seven weeks each year. The work is so arranged as not to interfere with the other prescribed studies, and is credited for graduation.

2. In addition to the courses listed above, which begin in the fall term, extra classes in Latin I, Mathematics II, and other branches, are provided at the opening of the winter term. Such subjects as are completed by the end of the spring term may be continued regularly during the following year. For further information see page 34, and the smaller bulletins.

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* May be taken in addition to the required studies, by permission of the Principal.

† These studies and one language are required; the other study is elected.

REQUIREMENTS FOR GRADUATION

The requirements for graduation in either course are fifteen units of work as prescribed in the synopsis of courses. A unit is the equivalent of five forty-five minutes recitation periods a week in one subject throughout the academic year. A student may elect either course, but must pursue the studies prescribed in the course elected for at least one year, unless change is made in accordance with the administrative rule on page 72 regarding changes of course. The prescribed work is four recitation periods a day. Partial work may be permitted at the discretion of the Principal.

Credits for all work done in this department are recorded on the unit basis. An uncompleted year's work in any subject will be so indicated on the records, and unit credit for that subject withheld until the student shall have completed the year's work. A minimum of three units, seventy-five per cent. of the year's work, will be required for advancement in classification to the following year. The passing grade in the Preparatory Department is seventy.

DESCRIPTION OF COURSES

Mathematics

First Year: I. Higher Arithmetic. A thorough course in arithmetic is offered. The subjects considered are percentage and its various applications, exchange, equation of payments, progressions, involution and evolution, mensuration, ratio and proportion, and the metric system.

II. Algebra. The work as given in Milne's New Standard Algebra, to radicals.

Second Year: III. Algebra. Radicals, quadratics, zero and infinity, ratio and proportion, progressions, logarithms, series, binomial and exponential theorems, indeterminate coefficients, and equations in general.

Third Year: IV. Plane Geometry. Five books of plane geometry, together with about three hundred original theorems and problems. Wentworth's Revised Geometry is the text-book used.

Fourth Year: V. Solid Geometry. The subject is begun and finished during the fall term. Students in this course enter English IV in the winter term. Wentworth's text-book is used, including the chapter on Conic Sections.

English

First Year: I. Technical English Grammar, as presented by the best modern authors, is made the basis of the first year's work. Oral drill is given in the retelling of familiar stories from standard

American and English authors. Written themes are required weekly, in which drill is given on capitalization and punctuation, and, in an elementary way, on unity and coherence in the paragraph and the sentence.

SECOND YEAR: II. Composition and Rhetoric. Brooks' text is made the basis of this year's work, and oral and written themes are required weekly. A further study is made of unity and coherence in the composition and in paragraphs; and practice is given in variety of sentence structure. During the year the work is supplemented by the study of selections from the prescribed requirements for college entrance.

THIRD YEAR: III. English Literature. In courses III and IV a study is made of the texts prescribed by the College Entrance Examination Board. During the year written and oral themes are required based on topics that arise from the study of literature and from the daily life of the student. The texts used for study are as follows: Addison and Steele's, The Sir Roger de Coverley Papers; Shakespeare's Macbeth and As You Like It; Milton's Minor Poems; Burke's Conciliation of the American Colonies; the four Gospels; Dicken's Tale of Two Cities; Poe's Tales.

FOURTH YEAR: IV. English Literature. Further study of literature is pursued during the winter and spring terms. The method of work is the same as that followed during the third year. The texts used for study are as follows: Gateway Series, Byron, Shelley, Keats, Browning; Shakespeare's Hamlet; Lamb's Essays of Elia; Types of the Short Story.

Latin

FIRST YEAR: I. First Latin. Pearson's Essentials, supplemented by outlines presented to the class. The First Latin is completed in the spring term, and is followed by the reading of easy prose selections.

SECOND YEAR: II. Caesar and Latin Composition. Caesar, four periods each week; Latin composition, one period. During the year outlines are given to the class in its study of Latin grammar. The first four books of the Gallic War are completed. The texts used are Allen and Greenough's Caesar and Allen and Phillips' Latin Composition.

THIRD YEAR: III. Cicero and Sallust. Latin Composition. In the fall and winter terms: Cicero, four periods each week; Latin composition, one period. The four orations against Catiline, the Manilian Law, and the Archias. In the spring term: Sallust, four periods each week; Latin composition, one period. Sallust's Catiline. A careful comparison is made with Cicero's Catilinarian orations.

Special attention is paid to drill in pronouncing the Latin, intelligent reading in the original, and translation at sight and at hearing.

FOURTH YEAR: IV. Vergil and Mythology. One month is spent in the study of mythology before beginning Vergil. The principles of quantity and versification are carefully studied. Thorough drill in oral and written scansion. Sight reading. The course covers the first six books of Vergil's Æneid. The last three weeks of the spring term are devoted to prose composition.

German

THIRD YEAR: I. Grammar, Spanhoofd's Lehrbuch der Deutschen Sprache. This course consists of the principles of German pronunciation, inflection, rules of syntax, the rewriting of easy English sentences in German, and the memorizing of familiar poems. The work of the winter and spring terms is augmented by reading Bacon's Im Vaterland, and Gerstäcker's Irrfahrten.

FOURTH YEAR: II. Grammar, Kaiser and Monteser. This course includes advanced grammar and syntax, use of modes, derivation of words, force of prefixes and suffixes. Some time is devoted to conversation and composition work of an intermediate character. The reading consists of such works of descriptive and narrative prose as will impart facility in translation. Storm's Immensee, Benedix' Die Hochzeitsreise, Gerstäcker's Germelshausen, Mezger and Mueller's Kreuz und Quer, Griltparzer's Der arme Spielmann, Hoffmann's Das Gymnasium zu Holpenburg. Memorizing of longer poems.

French

THIRD YEAR: I. Grammar, Fraser and Squair. This course consists of a thorough foundation in the elements of French grammar and the conjugation of irregular verbs. Composition, and reading of such authors as Guerber's Contes et Legendes, Dumas' La Tulipe Noire, Dandet's Trois Contes Choisis.

FOURTH YEAR: II. Grammar, Fraser and Squair. This course consists of advanced grammar, composition, and conversation; a paper each term on some book to be read outside of class; and the reading of Buffum's Short Stories, Loti's Le Pecheur d'Islande, Molière's L'Avare, and Grèville's Dosia.

History

FIRST YEAR: I. Ancient History. A brief outline of Egyptian and Oriental history from the earliest times to the conquest by Alexander, followed by a fuller course in Greek and Roman history to 476 A. D.

SECOND YEAR: II. Medieval and Modern History. A general survey of European history from the fall of the Western Empire, 476 A. D., to the present time. This work will be centered on the history of France.

THIRD YEAR: III. Advanced United States History and Government. A survey of the history of our country from its beginning to the close of the nineteenth century. This course is designed to give the student a thorough knowledge of the settlement of the country by European colonists in the seventeenth century, the struggle with France for supremacy in America, the cause, course, and consequence of the American Revolution, the development of the Union under the Constitution, the slavery struggle, and the final advance of the country to the position it occupies today. Combined with the above, a thorough course in Civics is given, with careful detail of the Constitution and its Amendments. Channing's text is used.

FOURTH YEAR: IV. English History. A brief outline of the history of earlier England, followed by a more careful study of the periods of the Tudors, Stuarts, and House of Brunswick. This course is intended to give the student a good general knowledge of the history of our mother country and to prepare for subsequent courses in English literature and higher United States history.

Bookkeeping

SECOND YEAR: I. Bookkeeping. Thorough courses conducted throughout the year according to the practical methods employed in business colleges. Students may enter any part of the course in any term. No extra charge is made for this work. The Twentieth Century Bookkeeping is the system used.

Science

SECOND YEAR: I. General Biology. The purpose of this course is to instruct the student in human physiology and hygiene. The dependence of human life and health on plants and animals is shown by simple demonstrations in plant physiology, followed by similar work in zoölogy. The principles of physiology thus learned are then applied to man. Three recitation periods and four laboratory periods a week.

FOURTH YEAR: II. Elementary Physics. This course purposes to give the student a knowledge of the fundamental principles of physics and of their applications in every-day life. Three recitation periods and four laboratory periods a week. Text-books, Hoadley's Elements of Physics and Hoadley's Physical Laboratory Handbook.

English Bible

First Year: Studies in the First Book of Samuel. Thirty-five lessons during the spring term. Required in all courses.

Second Year: Thirty-five lessons in the Gospel of Mark. Required in all courses during the fall term.

Third Year: The Life of Christ. A text-book adapted to secondary students is used, and the subject is taught so as to prepare for the more advanced course offered in the College Department. Thirty-five lessons during the winter term, required in all courses.

Fourth Year: A study of Bible characters. Thirty-five lessons during the spring term. Required in all courses.

The Principal will each year arrange the student's hours so that these courses will not conflict with other required courses nor add to the required number of hours a week.

Note.—Students are also required to pursue a weekly Bible study in the Bible classes of the Christian Associations of the College or the Sabbath schools of the town.

THE BIBLE TRAINING DEPARTMENT
UPON THE JOHN C. MARTIN FOUNDATION

The Bible Training Department provides biblical instruction for all the students enrolled in all other courses of the institution, and offers exceptional advantages for young men and young women wishing to prepare themselves for Christian service as lay workers, Sabbath-school workers, pastors' assistants, mission teachers, or Bible readers.

A three years' course of study is offered. A certificate of graduation will be granted to those who, having previously completed fifteen units of high-school work, complete twenty-seven courses selected under the direction of the head of the department from the following groups:

I. Bible Training courses of college grade, all of which are required except those in Bible languages: English Bible, eleven courses; Bible Languages, three courses; and Practical Work, two courses. To these courses, which are described in the ensuing paragraphs, only students prepared to do work of college grade are admitted. Courses are alternated, at least nine being given each year.

II. Other college courses from which supplementary work may be elected: English 1, 2, 3, and 10; Philosophy 2, 3, and 4; Psychology 1, 2, 3, 4, and 5; Social Science 1, 2, 3, and 4; Education 3; History 3; and Spanish 1 and 2. These courses are described under The College Department.

III. Preparatory courses from which supplementary work may be elected: Science I; Pedagogy I; and Bookkeeping I. These courses are described under The Preparatory Department.

ENGLISH BIBLE

PROFESSOR GILLINGHAM

1. Life of Christ. The study of the life of Christ is based on a harmony of the Gospels. As an introduction to the course a rapid view of the period between the Testaments is taken, and the principal characteristics of each of the four Gospels are studied. Textbooks, Stevens and Burton's Harmony of the Gospels and Burton and Mathews', The Life of Christ. Freshman year, fall term.

2. Pioneers of Palestine. A careful study of Genesis, the geography of Palestine and surrounding countries, and the general mechanics of the Bible. The object of the course is, in addition to the mastery of the subject matter, to develop systematic habits and

methods of Bible study. Text-books, the Bible (R. V.), Davis', A Dictionary of the Bible, and the professor's outlines. Reference reading is assigned. Freshman year, winter term.

3. Princes of Palestine. A continuation of Course 2. The work is more rapid, covering Exodus to Ruth. Special attention is paid to the lives and characters of Israel's leaders during this period. Text-books, same as in Course 2. Freshman year, spring term.

4. People of Palestine. A continuation of Course 3, beginning with I Samuel. The national development, the conflicts of Judah and Israel, their governments, their subjugation and partial restoration, their social customs, the character of their leaders, and their influence upon their contemporaries, are studied. An outline course, preparing for detailed treatment of the most important parts in Course 10. Text-books, same as in Course 2. Sophomore year, fall term.

5. The Teachings of Jesus. An analytic and synthetic study based on the words of Jesus as recorded in the Gospels. Use is also made of his works and of the evangelists' commentaries in helping to determine the nature of Jesus' teaching. Dr. James Robertson's, Our Lord's Teaching is used also as a text-book. Sophomore year, winter term.

6. The Apostolic Church. A historical study of the early church based on the Acts and Epistles. Text-books, the New Testament (R. V.) and Gilbert's, A Short History of Christianity in the Apostolic Age. Sophomore year, spring term.

7. A Bird's-eye View of the Bible. This course treats very briefly General and Particular Introduction, and brings the entire Bible before the student in rapid review. Text-books, Robertson's, The Old Testament and Its Contents and M'Clymont's, The New Testament and Its Writers. Junior year, fall term.

8. Poets of Palestine. An outline study of Job, Proverbs, Ecclesiastes, Song of Solomon, and selected Psalms. Introductory lectures on Hebrew poetry and wisdom literature. Portions of the books are studied in detail and their relation to other sacred literature and their importance in Christian experience are emphasized. No commentaries are used as text-books, but required readings are assigned; and the professor furnishes a syllabus of each book. Junior year, winter term.

9. Prophets of Palestine. The methods outlined in Course 8 are followed. The prophecies are reviewed chronologically in the light of contemporaneous history. Messianic prophecy is given special attention. Junior year, spring term.

10. Men and Messages of the Old Testament. A search study for advanced students. The great leaders of Israel and their mes-

sages are carefully studied. Three or more characters are studied a term, the entire Old Testament being covered during a succession of years. Commentaries suitable to the nature of the work are used. Senior year, fall term.

11. Men and Messages of the New Testament. A search study for advanced students. This alternates with Course 10 and pursues the same method of study. Senior year, fall term.

BIBLE LANGUAGES

12. Hebrew. An elementary course, grammar and exercises, and reading of easy portions of the Old Testament is offered every second or third year. Text-books: Harper's Inductive Hebrew Method and Manual, and Elements of Hebrew. Senior year, fall term.—Professor Gillingham.

13. Hebrew. Harper's texts, continued. The satisfactory completion of both courses will enable candidates for the ministry to secure advanced standing in Hebrew in the theological seminary. Senior year, winter term.—Professor Gillingham.

14. Greek. One of the Gospels or the Acts is read in class, Westcott and Hort's text being used, with Thayer's lexicon and Winer's and Robertson's grammars. In connection with the reading of the assigned text, a study is made of the general characteristics of Hellenistic Greek, the literature of this period, and the most important New Testament manuscripts and versions. Sophomore year, spring term.—Professor Calhoun.

PRACTICAL WORK

Professor Gillingham

17. Bible Teaching: Principles and Practice. This course has reference especially to personal work and the conducting of Bible classes. The history, organization, and management of the Sabbath school are studied. Lectures, quizzes, and practice under the direction of the instructor. Freshman year, spring term.

18. Religious Address: Principles and Practice. Preparation for religious services, missionary programs and the like; selection and development of themes; sources and use of illustrations; addresses

on special occasions and to special audiences; and drill in the reading of hymns and passages of Scripture. As much practical work is done by the student as possible. Sophomore year, spring term.

COURSES FOR PREPARATORY STUDENTS

MRS. ALEXANDER, MISS ALEXANDER, AND MISS BROADY

For First Year students: Studies in the First Book of Samuel; thirty-five lessons. For Second Year students: The Gospel of Mark; thirty-five lessons. For Third Year students: The Life of Christ; thirty-five lessons. For Fourth Year students: A study of Bible characters; thirty-five lessons.

THE HOME ECONOMICS DEPARTMENT

The liberality of an anonymous donor, who contributed the Mary Esther Memorial Endowment Fund, made it possible in 1913 for the College to add a Home Economics Department to the privileges already afforded its students. The principal home of the department is the new third story of Fayerweather Science Hall, which was added to the building in 1913 by the generosity of the founder of the department as an additional memorial of her mother. The large and well lighted rooms have been equipped in the most recent and approved manner, through the kindness of the same generous lady. Spacious rooms are set aside as sewing rooms, kitchen, dining room, lecture room, and general room. The hospital is also employed in connection with the teaching of home nursing and sanitation, and rooms in the dormitories in connection with the teaching of housekeeping. The home economics courses in chemistry are given in the chemistry laboratories and lecture room. The courses scheduled in this department are offered without extra tuition. A small laboratory fee is charged for the use of equipment, and in the sewing classes students provide their own materials as specified in the description of courses. Cotton dresses should be worn in the laboratories, and long white aprons with bibs, and coming to the bottom of the dress are required.

Preparatory students of the second year and above may enter such classes of the Home Economics Department as are adapted to their degree of advancement, and will be allowed in this department a maximum credit of two units toward the fifteen units required for graduation from the Preparatory Department. College students pursuing college grade studies in this department will be allowed three credits in home economics toward the seven science electives required to complete the total of thirty-six credits necessary for graduation with the B.A. degree in the Science Group.

For students that desire to take all their studies in this department, two-year, and three-year courses are offered. Fifteen recitation hours a week for thirty-six weeks constitute a year's work. Two hours of laboratory practice count as one recitation hour. Students that do not wish to take the three-year course may receive a certificate for the completion of two years' work. Both preparatory and college students are eligible to these certificates. Students that wish to prepare for teaching the subject will be required to pursue the full course of three years. Diplomas will be granted

students of college standing that complete twenty-seven courses selected under the direction of the head of the department from the following groups:

I. Home Economics courses, twelve of which are required for graduation, as follows: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15.

II. College courses as follows: Chemistry 1, 10, 11, and 12 (three must be taken); Education 1, 2, 3, 4, 5, and 8 (two must be taken); Social Science 4 (must be taken); English 2, 3, and 10; and Bible 1, 2, 3, 4, 5, and 6 (two must be taken). These courses are described under The College Department.

III. Preparatory courses as follows: Pedagogy I (three terms); Science I (three terms); Science II (three terms); and Bookkeeping I (at least one term). These are to be taken unless substituted for from among the higher courses offered above. These courses are described under The Preparatory Department.

Special classes in cooking, if called for, will be organized for students from Maryville and vicinity who may wish to take only this work.

HOME ECONOMICS

MISS RYLAND AND ASSISTANTS, AND MISS MACLACHLAN

1, 2, 3. Cookery and Clothing. Elementary studies intended for those that have had no previous training in the subjects taught. The courses consist of the following work: (a) Foods and Cookery. The purpose of this course is to give practice in fundamental cooking processes in order to develop skill and efficiency in handling food materials and cooking utensils. It includes the study of food materials, principles of cookery, care of food in the house, how to study the recipe, methods of mixing, the making of beverages, vegetables and vegetable cookery, cereals, proteins—eggs, milk, cheese, fats,—batters and doughs, salads, and simple desserts. Bacteria, yeasts, and molds of the household are studied two hours a week throughout the fall term as part of the work in Course 1. The instruction in bacteriology is given by Miss Green, in the biological laboratory. (b) Textiles and Clothing. Elementary clothing and handwork. As a preliminary to the practical work specified below, students are taught, as needed, the various stitches used in garment making, machine stitching, and the use and care of the sewing machine and attachments. During the year the students make the following articles from materials which they provide, subject to the approval of the instructor, at the approximate cost of eight dollars. The garments thus made are the property of the student. Two pieces of underclothing are made by hand; a nightgown and a laundry bag are

made by hand and machine; a slip, a plain shirtwaist or middy, and a plain tailored cotton skirt are made by machine. The students also make a simple muslin dress, and embroider a towel, a table runner, and a centerpiece. In this course darning and patching are taught. Pattern drafting is also taught, and the students draft patterns for a kimono nightgown and a plain skirt. Text-books, Kinne and Cooley's Foods and Household Management, and Shelter and Clothing; and Conne's Bacteria, Yeasts, and Molds in the Home. These three courses are required for certificate or diploma. Laboratory practice in cooking, four hours a week, in sewing, four hours; recitation, one hour. Fall, winter, and spring terms.

4, 5, 6. Cookery and Clothing. (a) Foods and Cookery. Home cookery and table service. This course consists of a review of food principles and the theory of cookery; the preparation of more elaborate dishes; the study of meats, soups, canning, and frozen desserts; the planning and serving of simple meals; and a study of the comparative cost and nutritive value of different food materials. (b) Textiles and Clothing. Drafting and elementary dressmaking. This course includes drafting, cutting, and fitting. Shirtwaists, plain skirts, and sleeves are cut in cambric from drafted patterns, and fitted. The patterns are then altered, and the articles to be made are cut from the altered patterns. Practice is given in testing commercial patterns. During the year the students make the following articles of clothing from materials which they provide, subject to the approval of the instructor, at the approximate cost of fifteen dollars: a tailored shirtwaist and skirt, a simple muslin dress, an unlined silk dress, and a wool skirt. The garments thus made are the property of the student. Text-book, Kinne and Cooley's Foods and Household Management, and references to government bulletins. These three courses are required for certificate or diploma. Prerequisites, Home Economics 1, 2, and 3. Laboratory practice in cooking, four hours a week, in sewing, four hours; recitation, one hour. Fall, winter, and spring terms.

7, 8, 9. Cookery. These courses consist of all the work offered in Courses 1, 2, 3, 4, 5, and 6 on the subject of Cookery. They are intended for students already proficient in sewing, or who, for reasons satisfactory to the head of the department, do not desire instruction in sewing and are able to take both years of Cookery at the same time. Laboratory practice in cooking, eight hours a week; recitation, one hour. Fall, winter, and spring terms.

10, 11, 12. Clothing. These courses consist of all the work offered in Courses 1, 2, 3, 4, 5, and 6 on the subject of Clothing. They are intended for students already proficient in cooking, or who, for reasons satisfactory to the head of the department, do not desire instruction in cooking, and are able to take both years of Clothing

at the same time. Laboratory practice in sewing and drafting, eight hours a week; recitation, one hour. Fall, winter, and spring terms.

13, 14, 15. Cookery, Housekeeping, and Home Nursing. These courses consist of: (a) Cookery. The various methods of preserving and canning. Fancy cookery. Invalid cookery. Demonstration cookery. Lunch room cookery. The preparation and serving of typical and economical luncheon dishes. The five- and ten-cent luncheon will be considered with reference to schools. (b) Housekeeping. Household management. Discussions and readings. The text-book is Snyder's Human Foods. This course includes the question of the budget, the cost of living, problems of household labor, the care of children, and the social side of home life. Household furnishings. The decoration and furnishing of the entire house, artistic and economic furnishing, cost of materials and labor, and visits to house-furnishing establishments. (c) Home Nursing. General structure of the body. General instruction for care of sickness in the home. Bed-making. Bathing. Food. Medicine and general treatment. Care of infants and children. Infectious diseases. Emergencies and first aid. These three courses are required for diploma. Prerequisites, Home Economics 1, 2, 3, 4, 5, and 6, or their equivalents. Laboratory practice in cooking, four hours a week; recitations, three hours. Fall, winter, and spring terms.

Courses will be added also in the subjects of practice teaching, textiles, history of costume, laundering, and shelter, as the growth of the department demands.

THE DEPARTMENT OF MUSIC

Miss Hale and Assistants, and Miss Staater

It is the purpose of this department to lay a firm technical foundation that will lead to the expression of the highest musical thought and emotion. The works of the best masters are employed through all grades, in both piano and voice training, so that the pupil may grow continually in musical taste and may develop a sympathetic comprehension of all that enters into artistic performance. The study of Harmony, Theory, and History of Music is urged upon the students of Piano and Voice. Pupils are required to read and pass examinations upon reference works, provided in the Library, as assigned by the teachers. Lectures are given during the year by the head of the department on the subject of Musical Appreciation. Compositions are played and analyzed, and an effort is made to point out their underlying thought and meaning. These lectures are open to the general public as well as to students of the College. Monthly recitals also are given by the students of Voice and Piano in the chapel auditorium. These public recitals are among the prominent social events of the year, and have the double advantage of encouraging the pupil to a higher mastery of his art, and of providing also a means of musical education to those that listen. The utmost care is used in the selection of compositions, with a view to acquainting the listener with the best musical literature.

On account of the individual needs of the pupil, it is considered inadvisable to adhere too persistently to any special set of exercises and studies, but advisable, rather, to select those that will meet the particular requirements of each pupil. A general idea of the various courses may be had by the following outline.

Piano. *Elementary Course.* Building up the hand. Correcting improper or faulty hand positions, and the reinforcing of the hand by means of exercises. Training in a knowledge of notes, their relationship to the keyboard, rhythm, and the like. Studies and sonatas selected from the works of Czerny, Bertini, Clementi, Handel, Mozart, and Beethoven, supplemented by easy pieces from modern composers, such as Schumann, Schytté, Reinecke, and Scharwenka.

Intermediate Course. More difficult forms of scale, including major and minor scales, scales in thirds, sixths, and tenths; broken chords and arpeggios with their inversions; dominant and diminished seventh chords in their different positions. Studies of

considerable technical difficulty from the works of Czerny, Berens, and Cramer. Emphasis on the study of Bach's two- and three-part Inventions. Classical compositions, including sonatas, from the works of Beethoven, Mozart, and Haydn. Study of the best modern compositions. By the end of the Intermediate Course pupils must be able to play at least five compositions from memory.

Advanced Course. Studies of technical difficulty, including "Gradus ad Parnassum" Clementi, Moscheles, and Chopin; also compositions by Beethoven, Schumann, Mendelssohn, and others, supplemented by those of the best modern composers. Pupils in this course are required to appear several times in recital, playing from memory whatever compositions are selected. It is also necessary to cover the requirements in Harmony and History of Music, and to take the course in Normal Training. When the pupil has done the work of this course successfully, he is entitled to a diploma in Piano, and upon graduation will be assisted in securing a position by the college agency, the Committee on Recommendations, if so desired.

VOICE. Correct breathing and breath control. Placing of the voice and development of the resonance. Training of the ear and mind. Enunciation and diction. Vocalises such as Vaccai, Sieber, Martzo (Preparatory and Advanced), and Lütgen. Song interpretation. Répertoire work, including the Classics, German Lieder, Opera, and Oratorio.

All vocal students are required to take Sight-singing, Theory, and History of Music. The requirements in Harmony, Theory, and History of Music are the same for graduation in Voice as those required in Piano. In addition, the pupil must be able to sing in at least one language besides his own.

VIOLIN. A new department will be added at the beginning of the coming year, when a violin department under competent instruction will be opened.

CHORUS AND CHOIR. Instruction is given free to any students desiring to take the work of chorus and choir singing and sight reading.

BAND. Instruments are furnished by the College, and the band is composed entirely of students in this institution.

GLEE CLUB. This is accessible to any young men that have a fair knowledge of the rudiments of vocal music.

THE DEPARTMENT OF ART

MISS SMITH

This department furnishes those desiring it with instruction in free-hand drawing and in painting in oil and water color. Class lessons in free-hand drawing are available to students of all the other departments without extra tuition charges. These lessons are designed to lay a foundation for work on industrial and artistic lines. The student is taught to draw from still life objects, including casts, and from nature.

The work of the department is designed to train the hand and the eye, and to cultivate the aesthetic sense, thereby adding to the student's cultural equipment and increasing his abilities along every line of endeavor.

The courses include the study of form and color in object and still life, landscape study from nature, the theory of perspective and color, elements of applied design, modeling and pottery making, and also a course in History of Art for those desiring to graduate in art.

THE DEPARTMENT OF EXPRESSION

MRS. WEST

The aim of this department is to cultivate the voice, to free the student from constrained, limited, and erroneous action, and to lead him to a knowledge and understanding of the interpretation of literature. Students are trained for teaching Expression in the various forms that it takes in public schools, high schools, and colleges. Opportunity is given for class and individual instruction. Class work consists of interpretative analysis and technical work. Special time and attention are given persons troubled with stuttering, stammering, or any other form of defective speech. The text-books used are King's Practice of Speech and Phillips' Natural Drills in Expression.

Diplomas are granted to such students as pass all the requirements of the course. Students must be graduates of a preparatory school of a standard equivalent to that of the Preparatory Department of this institution before they will be granted a diploma in Expression.

Elizabeth R. Voorhees Chapel

GENERAL INFORMATION

HISTORY

Maryville College, like most of the older colleges, grew out of the zeal that the pioneers of the American church had for the education of the people. The same year (1802) in which Isaac Anderson was ordained to the ministry by the Presbytery of Union, he founded within the bounds of his Grassy Valley congregation, near Knoxville, a school which he called "Union Academy," but which was popularly known as "the Log College." He built for it a large four-roomed log house. In this, for the times, pretentious building, many men who afterwards served their country well were educated. Among this number was Governor Reynolds, of Illinois. Dr. Anderson in 1812 removed to Maryville and took charge of New Providence Church, of which organization he remained pastor till his death, which took place in 1857. In Maryville he continued his academic work. The most famous pupil of this Maryville academy was Sam Houston, who afterward had so unique and picturesque a career as general, governor, president of Texas, congressman, and patriot.

Dr. Anderson, however, felt that more should be done toward providing an educated ministry for the South-west. Encouraged by others like-minded with himself, he founded Maryville College in 1819. The institution was born of the moral and spiritual needs of the early settlers of East Tennessee—chiefly Scotch-Irish Presbyterians—and was designed principally to educate for the ministry men who should be native to the soil. The grand motive of the founder may be stated in his own words. "LET THE DIRECTORS AND MANAGERS OF THIS SACRED INSTITUTION PROPOSE THE GLORY OF GOD AND THE ADVANCEMENT OF THAT KINGDOM PURCHASED BY THE BLOOD OF HIS ONLY BEGOTTEN SON AS THEIR SOLE OBJECT." Inspired by such a motive, Dr. Anderson gathered a class of five candidates for the ministry in the fall of 1819, and in prayer and faith began what proved to be the principal work of his life. In forty-two years the institution put one hundred and fifty men into the ministry. Its endowment, gathered by littles through all these years, was only sixteen thousand dollars.

Then came the Civil War, and suspended the work of the institution for five years, and the College came out of the general wreck with little save its good name and precious history.

After the war the Synod of Tennessee, moved by the spirit of self-preservation, and by a desire to promote Christian education in the Central South, resolved to revive Maryville College. The institution was reopened in 1866. New grounds and new buildings were an imperative necessity. To meet this need, sixty-five thousand dollars was secured, and the College was saved from extinction. In 1883 a few generous friends—William Thaw, William E. Dodge, Preserved Smith, Dr. Sylvester Willard, and others—contributed an endowment fund of one hundred thousand dollars. In 1891, Daniel Fayerweather bequeathed to the College the sum of one hundred thousand dollars, and also made it one of twenty equal participants in the residuary estate. The College received two hundred and sixteen thousand dollars by the provisions of the will. This magnificent donation enabled the institution to enlarge its work and to enter upon a new era of usefulness and influence. On January 1, 1905, Mr. Ralph Voorhees, of New Jersey, made the munificent donation of one hundred thousand dollars to the general endowment fund of the College. The gift is subject to a five per cent. annuity during the lifetime of Mrs. Voorhees. The reception of this superb benefaction filled the hearts of Maryville's friends with confidence, and with intense gratitude to God and to God's stewards.

In 1906, the rapid growth in the number of students having made necessary much further enlargement of the teaching force and of the material equipment of the institution, President Wilson entered upon a campaign for additional endowment. Mr. Andrew Carnegie generously offered the College twenty-five thousand dollars on condition that fifty thousand dollars additional be secured. In 1907, the General Education Board pledged fifty thousand dollars on condition that one hundred and fifty thousand dollars be secured from other sources. Mr. Carnegie then increased his pledge to fifty thousand dollars toward this larger fund. The time limit set for the completion of the fund was December 31, 1908. In the face of many difficulties the President, with reliance upon the favor of God, prosecuted the campaign for the "Forward Fund of two hundred thousand dollars." In order to meet the spirit as well as the letter of the requirements of the conditional pledges, it was deemed necessary to raise twenty-five thousand dollars more than the designated sum. When the canvass closed, the subscriptions amounted to the splendid sum of two hundred and twenty-seven thousand dollars. The fact that, in spite of the recent panic and hard times, the uneasiness of a presidential year, and the ill health of the canvasser, the "Forward Fund" was secured, filled the Faculty, Directors, and friends of the College with a deep sense of gratitude to God, and to his human agents who took part with Maryville in its ministry to the noble youth of mountain and valley in its Southern Appalachian field.

During the past six years there have been, besides a steady increase of the permanent scholarship funds and numerous contributions for minor but pressing needs of the College, three notable advances made: (1) by the gift of an endowment of sixteen thousand dollars by an anonymous donor, a Home Economics Department has been established; (2) by the gift of thirteen thousand and five hundred dollars by the late Louis H. Severence, Esq., a third story has been added to Pearsons Hall, providing dormitory room for fifty additional young women; and (3) by the additional gift of twelve thousand dollars by the anonymous donor of the Mary Esther Home Economics endowment fund, it has been possible for the College to add a third story to Fayerweather Science Hall in order to provide quarters for the Home Economics Department.

As the result of the generous contributions made through many years by many philanthropic donors, the College now owns property and endowment to the total amount of about nine hundred thousand dollars. Of this amount, four hundred and seventy-five thousand dollars is invested in endowment and the remainder in buildings and equipment.

One hundred and fifty of the post-bellum alumni have entered the ministry, while forty-seven alumni and undergraduates have been or are missionaries in Japan, China, Siam, Korea, India, Persia, Syria, Africa, the Philippines, Colombia, Chile, Mexico, Cuba, and Porto Rico. Several are laboring in missions in the West. All the alumni are engaged in honorable pursuits. Students who have gone from the College to the theological, medical, and legal schools have usually attained a high rank in their classes. A goodly number of the alumni are now studying in theological seminaries.

The necessary expenses are so phenomenally low as to give the institution a special adaptation to the middle class and to the struggling poor of valley and mountain—the great mass of the surrounding population—and to young people of other sections of the country where the cost of attending college is beyond their ability to defray.

The privileges of the institution are, of course, open alike to all denominations of Christians. All the leading denominations are largely represented in the student body.

LOCATION

Maryville is a pleasant and thriving town of about four thousand inhabitants. It is widely known as "the town of schools and churches." It is sixteen miles south of Knoxville. There are three trains a day each way on the Knoxville and Augusta Railroad, two trains each way on the Louisville and Nashville Railroad, and one train each way tri-weekly on the Tennessee and Carolina Southern Railroad.

Maryville is an ideal health resort for students from other States. The town lies on the hills, one thousand feet above sea level, and enjoys the life-giving breezes from the Chilhowees and the Smokies, a few miles away. Young people from the North and other sections are greatly benefited in health by a year at Maryville, and many take their entire course here.

GROUNDS AND BUILDINGS

The college grounds consist of two hundred and fifty acres, and for beautiful scenery are not surpassed by any in the country. They are elevated and undulating, covered with a beautiful growth of evergreens and with a noble forest, and command a splendid view of the Cumberland Mountains on the north, and of the Smoky Mountains on the south. The location is as remarkable for its healthfulness as it is for its beauty. The campus affords the choicest facilities for the development of athletics.

On these grounds there are thirteen buildings, which, together with the grounds and equipment, represent an investment of nearly four hundred thousand dollars. The buildings are heated with steam and lighted with electricity from the central power plant on the campus. Generous contributions from several givers have enabled the College to begin the installation of a new water system. The water rights to some protected springs situated a mile and a half from the college grounds have been obtained, and pipes have been laid connecting these springs with the pipes of the old water system, through which the water is pumped by electrical power to the reservoir tank on the campus. It is thence conveyed to all the dormitories, the gymnasium, and the science laboratories, supplying an abundance of pure water for drinking as well as for toilet facilities. A fifty thousand gallon steel tank has supplanted the old tanks formerly in use. As soon as funds are provided for the purpose, additional toilet facilities will be furnished in the recitation buildings, and sanitary drinking fountains will be installed in all the buildings and on the campus.

Anderson Hall, the central building, is the oldest of the present college halls, having been built in 1869, and named in honor of the founder of the institution. It contains the administrative offices and most of the recitation rooms for the literary departments. The large addition to the Hall, the Fayerweather Annex, is occupied by the Preparatory Department.

Baldwin Hall, named in honor of the late John C. Baldwin, of New Jersey, is a dormitory for young women. It contains rooms for one hundred and thirty students. It is provided, as are all the dormitories, with all modern conveniences, and is a comfortable home for young women.

Memorial Hall, originally built as a companion building to Baldwin Hall, is a young men's dormitory, containing rooms for seventy students. While it is one of the oldest of the college buildings, it is kept in excellent repair, and is a comfortable and well equipped dormitory. It is under the control of a regular instructor of the College.

Willard Memorial, the home of the President, was provided in 1890 by a generous gift of Mrs. Jane F. Willard, in memory of her husband, Sylvester Willard, M.D. It is one of the chief adornments of the campus, and is a valuable property.

The Lamar Memorial Library Hall was erected in 1888 at a cost of five thousand five hundred dollars, which amount was generously provided by three friends of Professor Lamar and of the College. The building is a model in every respect. It is a noble and fitting monument. The large memorial window contributed by the brothers and sisters of Professor Lamar holds the central position.

Bartlett Hall is one of the largest college Y. M. C. A. buildings in the South. Planned for by the students led by Kin Takahashi, a Japanese student, it was erected by contributions made or secured by the Bartlett Hall Building Association, supplemented by a large appropriation by the College authorities. A liberal donation made by Mrs. Nettie F. McCormick in 1901 enabled the committee to complete the building. In 1911, Mrs. Elizabeth R. Voorhees made a generous gift providing for extensive alterations and improvements, including the building of a separate gymnasium for the use of young women. The Y. M. C. A. auditorium, parlors, and secretary's and committees' apartments occupy the front part of the building, while the large gymnasiums occupy the rest of the structure.

Fayerweather Science Hall was erected in 1898 through the liberal bequest of Daniel B. Fayerweather. The building as erected was two stories in height, with extreme dimensions of one hundred and six feet by ninety-seven feet. The first floor contains spacious laboratories for chemistry and physics, a lecture room, balance and storage rooms, an office, and the John C. Branner Scientific Library. The second floor contains four excellent lecture rooms, two large and well lighted physics laboratories, and the laboratory of experimental psychology. The laboratories are furnished with both direct and alternating electric current, and also with gas. The building is thoroughly modern in every respect. It is provided with liberal equipment for the practical study of science, and will stand a useful and lasting monument to the intelligent philanthropy of the princely giver whose name it bears. In 1913 the anonymous donor of the Mary Esther Memorial Fund that provided for the establishment of the Home Economics Department, also contributed funds for the building of the third and fourth floors of this hall for the housing of the

Home Economics Department, as an additional memorial of her mother. The third floor contains, beside cloak rooms, storerooms, closets, toilets, and lockers, a reading room, dining room, kitchen, sewing room, lecture room, and one small and one large laboratory. On the fourth floor are three large rooms for general purposes.

The Elizabeth R. Voorhees Chapel was erected in 1905-1906 by gifts made by the late Mr. Ralph Voorhees, of New Jersey, and by other donors. The chapel, named in honor of Mrs. Voorhees, graces one of the most commanding sites on the grounds, and is well worthy of its place of distinction. It is of an extra quality of brick, with buff-brick and terra-cotta trimmings. The style is Grecian, the details being of the Ionian order. The auditorium seats eight hundred and eighty persons and can be arranged to accommodate two or three hundred more. The basement contains seventeen well lighted rooms, occupied by the Music Department, and a commodious auditorium occupied by the Y. W. C. A. To the rear of the main auditorium, also, and on the floor above, are several rooms used by the Department of Expression and for various other purposes. The entire building is in every way satisfactory, and will for many years be adequate for the purposes it is designed to serve.

The Ralph Max Lamar Memorial Hospital.—While the health of the student body has always been far above the average, yet in so large a number of students there is necessarily more or less sickness. With the growth of the College, the need of proper facilities for caring for such occasional cases of illness became increasingly urgent. This need was supplied in 1909 by the generosity of Mrs. Martha A. Lamar, a life-long friend of the College. Her gift of six thousand dollars provided a thoroughly modern hospital building, containing eleven wards, caretakers' rooms, baths, toilets, an operating room, and other appointments of a well ordered hospital. The building is named in honor of Mrs. Lamar's only son, who died in infancy. A gift of five hundred dollars from Mr. Nathaniel Tooker, of East Orange, N. J., secured the purchase of a valuable outfit of the best hospital furnishings. To this amount about five hundred dollars has been added from other sources and used for the purpose of additional furnishings and medical supplies.

Carnegie Hall.—In connection with the "Forward Fund" secured in 1908, Mr. Andrew Carnegie gave the sum of fifty thousand dollars for a dormitory for young men. The building was designed by the firm of Whitfield & King, of New York. The building was occupied at the opening of the fall term in 1910, and was dedicated on January 11, 1911. It contains rooms for one hundred and twenty-one young men. Each of the two large wings contains a suite of rooms for the use of a professor and his family. The building is a comfortable and attractive home for the young men. In its architectural beauty

and its thoroughly modern appointments this is one of the best college dormitories in the South, and is a most valuable addition to the equipment of the College.

Pearsons Hall.—No benefaction of recent years has proven more immediately serviceable than the gift of twenty thousand dollars made in 1908 by the late Dr. D. K. Pearsons, of Chicago. The new building named in his honor provides additional dormitory facilities for young women, and adequate quarters for the large Coöperative Boarding Club. The building is of brick, and is three stories in height, with an imposing Greek portico fronting the west and commanding an excellent view of the grounds. The first story contains a spacious dining hall, with a seating capacity of five hundred, the kitchen, offices, and waiting rooms. The second story contains parlors, halls for the young women's literary societies, and rooms for thirty-four occupants. The third story was added during the vacation months of 1912, increasing the capacity of the dormitory so that fifty additional young women may secure rooms. This story was a gift of the late Louis H. Severance, Esq., of Cleveland, Ohio, "an admirer of Dr. Pearsons, who esteemed it a privilege to put this crowning story upon his building."

The Power Plant.—Heat for all the buildings and light for the buildings and grounds are furnished from the central power house situated on the campus. The boilers in this plant have a combined capacity of three hundred horse-power. The Webster Vacuum System of steam heating is used, and the buildings are quickly and uniformly heated. A Bullock direct-current generator furnishes electric power for lighting purposes. Steam from the plant is used also for the meat and soup boilers and the dish-washing machine at Pearsons Hall.

THE LAMAR MEMORIAL LIBRARY

The Lamar Library is one of the largest college libraries in the State. The number of books now on the shelves is about fifteen thousand. The library is open for the drawing of books or for the consulting of volumes in the reference alcoves for eight hours every day from Monday to Saturday. The use of the library is entirely free to students of all departments. The nucleus of a much needed endowment for the library has been secured, the fund now amounting to nearly $8,000. Among the gifts making up the endowment are the following:

The "M. T." Fund, 1900, given by a friend	$500
The Helen Gould Fund, 1900, by Mrs. Helen Gould Shepard, New York	500
The Willard Fund, 1900, by the Misses Willard, Auburn, N. Y.	200
The Hollenback Fund, 1901, by J. W. Hollenback, Esq., Wilkesbarre, Pa.	500

The Solomon Bogart Fund, 1908, by Miss Martha M. Bogart, Philadelphia, Tenn. 200
The Nina Cunningham Fund, 1909, by the sons of the late Major Ben Cunningham, Treasurer of the College, in memory of their sister, Miss Nina Cunningham, '91 500
The John M. Alexander English Literature Fund, 1909, by Rev. John M. Alexander, '87, and wife, Maryville 500
The Charles T. Cates, Jr., Fund, 1909, by Hon. C. T. Cates, Jr., '81, former Attorney-General of the State of Tennessee 300
The Rev. S. B. West Fund, 1909-1912, by the late Mrs. S. B. West, Concord, Tenn. 100
The McTeer Fund, 1909, by J. C. McTeer, '07 100
The Brown Fund, 1910, by Hon. T. N. Brown, '77 100
The Chilhowee Club Fund, 1910, by the Chilhowee Club, Maryville 100
The Class of 1891 Fund, 1910, by five members of the class. 232
The George Glenn Cooper Fund, 1910, by the parents, brother, and sister of the late George Glenn Cooper 300
The Faculty Fund, 1910, by members of the Faculty 1,000
The French Fund, 1910, by Mr. and Mrs. C. T. French, '06 100
The Gamble Fund, 1910, by Hon. M. H. Gamble, '05, Hon. Andrew Gamble, and A. M. Gamble, M.D., Maryville 250
The Hooke Fund, 1910-1914, by Rev. R. H. Hooke, '74 90
The Litterer Fund, 1910, by C. C. Litterer, '99 50
The Lowry Fund, 1910, by Rev. G. H. Lowry, '94 100
The Tracy Fund, 1910, by J. E. Tracy, Esq., '01 75
The Jackson Fund, 1913, by C. O. Jackson, Maryville 100
The Philadelphia Fund, 1909-1914, by a Friend, Philadelphia, Pennsylvania 225

The following funds are now being formed:

The Class of 1909 Fund ($700 subscribed) $505
The Class of 1910 Fund ($560 subscribed) 380
The Class of 1911 Fund ($250 subscribed) 195
The Class of 1912 Fund ($200 subscribed) 126
The Class of 1913 Fund ($125 subscribed) 89

LOAN LIBRARIES

James R. Hills Library.—In 1888 Miss Sarah B. Hills, of New York, contributed a fund of six hundred dollars for the establishment of a Loan Library, in order that students unable to purchase the necessary text-books might have the privilege of renting them at a nominal rate. By judicious management the income from this fund has grown until now the privileges of this library are open to all students, and all the regular text-books used in the institution may be either rented or purchased, as the student prefers. An

additional gift of five hundred dollars from the same donor in 1908 made it possible to provide the text-books in use in the Bible Training Department. The rental charged a term is one-fifth the retail price of each book. The income from rentals is devoted to supplying new books as they are needed. The library occupies a room in Anderson Hall, and is open every day.

John C. Branner Library.—Some years ago John C. Branner, Ph.D., then the State Geologist of Arkansas, now President of the Leland Stanford Junior University, gave another proof of his generosity and friendship to the College by establishing a loan library of the text-books used in the natural science departments. The books in this library are under the same regulations as are those of the Hills Library.

The Misses Willard Library.—Through the generosity of the Misses Willard, of Auburn, N. Y., the text-books employed in the Bible classes of the Preparatory Department are also provided for rent at a nominal charge.

THE CO-OPERATIVE BOARDING CLUB

No other agency has been of greater service in enabling the College to keep the expenses of its students at a minimum than has the popular and successful Coöperative Boarding Club. The actual cost of the board is estimated at the end of each month. The price is fixed approximately at the beginning of each year. During the past year the price has been $1.90 a week; the price has again been fixed at $1.90 for the ensuing year. A deposit of $7.60 is required of each member of the Club, and settlements are thereafter made at the end of every fourth week. Because of the minimum rates at which board is furnished, a member's account with the Club is reckoned from the beginning of the college month during which he enters. A considerable number of students are employed as waiters and assistants in the dining room, thus materially reducing the cost of their board. The privileges of the Club are extended to all male students and to all young women rooming in the college dormitories. The membership of the Club has been more than five hundred this year. The Club is housed in Pearsons Hall, spoken of elsewhere.

COLLEGE EXPENSES

It is a constant aim of the College to provide first-class college advantages to the student at the lowest possible rates, and the endowment enables it to make its charges very moderate. College bills must be paid invariably in advance. Until this condition is complied with, no one can become a member of any of the classes. In view of the very low rates, no deduction will be made for absence at the beginning or at the end of any term, and no tuition will be refunded.

Fall Term

TUITION: All literary courses	$6.00
*Home Economics (one course, $3.00)	6.00
Music (vocal or instrumental):	
Under head of department, 14 lessons / Under an assistant, 20 lessons	7.00
Class lessons in Rudiments of Music, Harmony, or History of Music	2.50
Expression	9.00
Art (three-hour lessons in oil or water-color painting)	7.00
FEES: Incidental fee (payable by all students)	1.00
Laboratory fee in Chemistry or Home Economics (each course)	3.00
Laboratory fee in Biology or Advanced Physics (each course)	2.00
Laboratory fee in Preparatory Sciences (each course)	1.00
Breakage deposit for Chemistry (each course)	2.00
Breakage deposit for other science courses (each course)	1.00
Piano rental (an hour a day)	4.00
TEXT-BOOKS: Rented for about one-fifth retail price of the book, average	1.75
ROOM RENT: (consult the detailed statement under Rooms) average	10.00
BOARD: In the Coöperative Boarding Club, $1.90 a week	27.45
In private families, $3.00 to $4.00 a week.	
USUAL EXPENSES FOR THE FALL TERM:	
For the student not taking science courses, music, expression, or art, about	45.00
For the student taking science courses, but not music, expression, or art, about	48.00
For the student taking principally music, expression, or art, about	60.00

Winter or Spring Term

TUITION: All literary courses	$6.00
*Home Economics (one course, $3.00)	6.00
Music (vocal or instrumental):	
Under head of department, 11 lessons / Under an assistant, 15 lessons	5.50
Class lessons in Rudiments of Music, Harmony, or History of Music (winter and spring terms combined)	3.00
Expression	7.00
Art (three-hour lessons in oil or water-color painting)	5.50

* Students enrolled in literary courses are not charged any additional tuition if they take home economics courses.

FEES: Incidental fee (payable by all students)	$1.00
Laboratory fee in Chemistry (each course)	2.50
Laboratory fee in Home Economics (each course)	3.00
Laboratory fee in Biology or Advanced Physics (each course)	2.00
Laboratory fee in Preparatory Sciences (each course)	1.00
Breakage deposit for Chemistry (each course)	1.50
Breakage deposit for other science courses (each course)	1.00
Piano rental (an hour a day)	3.00
Graduation fees (payable at the opening of the spring term of the graduating year):	
College Department	5.00
Preparatory Department	1.00
Home Economics Department	2.50
Music Department	2.50
Expression Department	2.50
TEXT-BOOKS: Rented for about one-fifth retail price of the book, average for winter and spring terms combined	1.75
ROOM RENT: (Consult the detailed statement under Rooms) average:	
Winter term	8.50
Spring term	6.00
BOARD: In the Coöperative Boarding Club, $1.90 a week:	
Winter term	22.20
Spring term	20.70
In private families, $3.00 to $4.00 a week.	
USUAL EXPENSES FOR THE WINTER TERM:	
For the student not taking science courses, music, expression, or art, about	40.00
For the student taking science courses, but not music, expression, or art, about	43.00
For the student taking principally music, expression, or art, about	50.00
USUAL EXPENSES FOR THE SPRING TERM are about $5.00 less than for the winter term.	
USUAL EXPENSES FOR THE YEAR (THREE TERMS):	
For the student not taking science courses, music, expression, or art, about	120.00
For the student taking science courses, but not music, expression, or art, about	130.00
For the student taking principally music, expression, or art, about	150.00

Rooms

Rooms in all the dormitories are heated with steam and lighted with electricity, and fully supplied with baths and toilets. Two students usually occupy one room. More than two students in one

room will not be allowed, except as noted in connection with Carnegie Hall.

Every prospective student desiring to room in a dormitory must make a two-dollar deposit with the Registrar in order to secure a reservation. The Registrar will send the applicant a deposit receipt, which, upon presentation by the student when he enters college, will be accepted by the Treasurer for credit on the room rent to the amount and for the term specified thereon. The room, however, will not be held beyond the opening day unless the room rent is paid for the term in advance. The deposit receipt is not negotiable, and the deposit will be forfeited if the student does not enter college.

The cost of rooms in the different dormitories, with full information regarding furnishings, is given below. The rates given are for each occupant of a room. Students desiring to room alone in rooms equipped for two students may do so by paying double the rates here given.

Memorial Hall (for Young Men)

Rooms in this hall may be had either partially or fully furnished, as desired. The partially furnished rooms have in them only tables, wardrobes, and individual iron bedsteads, with springs and mattresses. The fully furnished rooms have besides the wardrobes and the individual iron bedsteads, with springs and mattresses, tables, bookcases, chiffoniers, and chairs. The baths are on the first floor. According to location the rates for each student are as follows:

	Fall Term	*Winter Term*	*Spring Term*
Corner rooms:			
Fully furnished	$11.00 to $12.00	$9.00 to $10.00	$7.00 to $8.00
Partially furnished	9.00 to 10.00	7.00 to 8.00	5.00 to 6.00
Other rooms:			
Fully furnished	10.00 to 11.00	8.00 to 9.00	6.00 to 7.00
Partially furnished	8.00 to 9.00	6.00 to 7.00	4.00 to 5.00

Carnegie Hall (for Young Men)

The rooms in this dormitory are furnished with individual iron bedsteads, springs, mattresses, tables, chiffoniers, chairs, and wardrobes. Baths and toilets on each of the three floors. There are fifty-four rooms for two students each, two rooms for three students each, and eight rooms for one student each. The rates for each student are as follows:

	Fall Term	*Winter Term*	*Spring Term*
In rooms for two or three	$12.00 to $15.00	$10.00 to $12.00	$6.00 to $8.00
In rooms for one	14.00	11.00	7.00

Baldwin Hall (for Young Women)

The rooms in this hall are furnished with iron bedsteads, springs, mattresses, washstands, tables, and wardrobes. In some rooms new furniture has been placed, including individual iron bedsteads, springs, mattresses, dressers, and tables with bookcases. Baths on first and second floors; toilets on all floors. According to location and furnishings the rates for each student are as follows:

	Fall Term	*Winter Term*	*Spring Term*
Corner rooms	$9.00 to $13.00	$7.00 to $10.00	$5.00 to $7.00
Other rooms	8.00 to 12.00	6.00 to 9.00	4.00 to 7.00

Pearsons Hall (for Young Women)

The rooms in this hall are furnished with individual iron bedsteads, springs, mattresses, tables, dressers, chairs, and built-in wardrobes. The rooms, with the baths and toilets, are on the second and third floors. The rates for each student are as follows:

	Fall Term	*Winter Term*	*Spring Term*
According to location	$12.00 to $15.00	$10.00 to $12.00	$6.00 to $8.00

Rooms in Town

Young men can find comfortable furnished rooms in private residences in convenient parts of town at the following rates by the month for each student:

Rooms furnished and cared for, without fuel or light	$2.00 to $3.00
Rooms furnished and cared for, with light and heat	3.00 to 4.00

Laundry

In the Coöperative Laundry (young women doing their own work)	$0.30 a month
In town by private laundresses	$0.35 to $0.75 a week

STUDENTS' ORGANIZATIONS

Literary Societies.—Four literary societies are conducted by the students, and are of the greatest benefit to those who avail themselves of the advantages they offer. The Athenian, organized in 1868, and the Alpha Sigma, organized in 1882, are composed of young men. Their halls are on the third floor of Anderson Hall. Each society is divided into a "senior section" and a "junior section," the latter being composed of students in the Preparatory Department. The Bainonian, organized in 1875, and the Theta Epsilon, organized in 1894, are conducted by the young women. They have neatly furnished halls in Pearsons Hall. The societies meet every Friday evening to engage in debates and other literary ex-

ercises. The junior sections of the young men's societies meet on Saturday evening. Each society gives annually a public midwinter entertainment.

The Y. M. C. A. and Y. W. C. A.—The Y. M. C. A., established in 1878, has become one of the strongest organizations of its kind in the South. The weekly devotional meetings are held on Sabbath afternoon in the auditorium of Bartlett Hall. The Association conducts an annual encampment on the Tennessee River for one week before the opening of the fall term, at which encampment plans and policies for the ensuing year's work are arranged. The officers of the Association are as follows: President, Oscar Robinson; Vice President, George M. Adams; Secretary, Thomas H. Mitchell; Treasurer, Fred R. Whalin; Cabinet, Charles Walker, Deck C. Williams, Bernard G. Weaver, Allen E. Groeneveld, Frank M. Cross, Roy R. Anderson.

The Advisory Committee of the Y. M. C. A., composed of representatives of the Faculty and of the student body, directs the general policies of the Association. It consists of the following members: Class of 1915: Dean Barnes, Chairman, President Wilson, and Professor Bassett; Class of 1916: Professor Gillingham, Ralph W. Lloyd, and Oscar Robinson; Class of 1917: Treasurer Proffitt, Major Will A. McTeer, and John V. Stephens, Jr.

The Y. W. C. A. was established in 1884, and has become one of the most wholesome influences in the religious life of the College. The weekly devotional meetings are held on Sabbath afternoons in the association room, in the basement of Voorhees Chapel. The Association has a small but valuable library, known as the Florence McManigal Memorial Library. It was contributed by Rev. J. Oscar Boyd, Ph.D., and wife, of Paterson, N. J., as a memorial to their sister, Miss McManigal, '08, who was an instructor in the College and who died in 1909. The officers of the Association are as follows: President, Cora F. Hopkins; Vice President, Lula B. Creswell; Secretary, Jessie A. Thistle; Treasurer, Bertha M. Campbell; Editor, Anna J. Jones; Cabinet, Mary Miles, Mary I. Camp, Cora J. Henry, Alice E. Wright, Mary C. Hickey, Anna E. Taylor, Ruth M. Alter, Elsie M. Lance.

The Athletic Association.—This organization is maintained by the student body for the purpose of regulating athletics and caring for athletic equipment. The Board of Athletic Control, composed of representatives of the Faculty, the students, and former students, meets at stated intervals and exercises oversight over all the athletic events of the College. Tickets are sold that admit to all games played in Maryville and entitle the holders to the use of any available equipment used in athletic sports. The football and baseball

fields, the tennis courts, the track, and the basketball court are open to any student desiring to enter these forms of sport.

The members of the Board of Athletic Control, whose officers are also the officers of the Athletic Association, are as follows: President, Thomas W. Goddard; Secretary, Francis Kelly; Treasurer and Official Buyer, Treasurer Proffitt; Faculty Representatives, President Wilson, Mr. Walker, and Mr. Brittain; Student Representatives, Reid Garrison, Harwell B. Park, and Alice E. Wright; Town Representatives, John A. McCulloch, M.D., and Charles D. Chandler.

The officers of the athletic teams are as follows: Managers: Football, Horace W. Threlkeld; Basketball, David W. Proffitt; Women's Basketball, Mayme R. Maxey; Baseball, John V. Stephens, Jr.; Track, Harry O. Bush; Tennis, William A. Powel. Captains: Football, Henry A. Calloway; Basketball, Ralph W. Lloyd; Women's Basketball, Mary B. Boggs; Baseball, Francis Kelly; Track, Rea Butler.

The Ministerial Association, organized in 1900, is composed of the candidates for the Christian ministry that are in attendance upon the College. It has for its object the enlistment of its members in various forms of active Christian work, and the discussion of themes relating to the work of the ministry. Its officers are: President, Harry O. Bush; Vice President, Aubrey W. Williams; Secretary and Treasurer, Cecil Cross; Program Secretary, Andrew Richards.

The Student Volunteer Band.—The College has from its earliest history been identified with foreign missions, and has sent out forty-seven missionaries into fourteen foreign countries. Since 1894 the students have maintained a Student Volunteer Band, composed of those who are pledged to enter some foreign field, if the way be open. The Band meets weekly to study missionary fields and conditions. The officers for the present year are as follows: Leader, Lester E. Bond; Secretary and Treasurer, Mary Miles; Program Secretary, Isabel Porter; Editor, Keith Postlethwaite.

ALUMNI ASSOCIATION

This Association was formed in 1871. It holds its annual meeting on Commencement Day, when a banquet is given under the auspices of the Faculty of the College and the local alumni. The officers for 1914-1915 are as follows: President, Robert L. Houston, '05; Vice President, Lewis Miller, '14; Secretary, Samuel T. Wilson, '78; Executive Committee, Horace L. Ellis, '98, Edgar R. Walker, '09, Grace D. Robertson, '10, Jennie F. Crawford, '11, and Erma M. Hall, '14; Manager of the Alumni and Undergraduate Scholarship Fund, Henry J. Bassett, '04.

DEGREES CONFERRED IN 1914

The degree of Bachelor of Arts was conferred upon the following twenty-eight members of the graduating class of 1914: Alma Mabel Armstrong, James Frazier Brittain, Ludvik Burian, Ralph St. Clair Carson, Frankie Belle Clark, Luther Laurance Cross, Victor Charles Detty, Grace Gladys Elmore, William Foster Fyke, James Thompson Gamble, Erma May Hall, Augustus Garland Hinkle, Edwin Ray Hunter, John Albert Hyden, Nell Ross Kirkpatrick, Charlotte Hauer Landes, Adolphus Rankin McConnell. Jonnie Ann McCully, Mayme Rebecca Maxey, Frank Lewis Miller, Addison Strong Moore, Mary Kate Rankin, Ernest Mayrant Reeves, Minnie Lee Rowland, Eva May Samsel, James Kirkpatrick Stewart, William Harman Tilford, and Andrew Bell Waggoner.

The degree of Master of Arts in course was conferred upon Mary Victoria Alexander, B.A., '08, and Eustis Julian Frazier, B.A., '11; and the honorary degree of Master of Arts, upon Mrs. Jane Bancroft Smith Alexander.

GRADUATION HONORS

Two members of the graduating class, one young man and one young woman, are chosen upon the basis of scholarship and general merit to represent the class as orators on Commencement Day. The representatives of the class of 1914 were Frank Lewis Miller and Grace Gladys Elmore.

POST-GRADUATE STUDENT IN MUSIC, 1914

Voice: Helen Elizabeth Bryan.

GRADUATE IN MUSIC, 1914

Voice: Florence Christine Steelman.

PHYSICAL CULTURE

Classes are conducted by the Physical Directors daily, and every student, except members of the Senior and Junior Classes, is required to avail himself of the privilege afforded, unless excused by reason of his being a member of a regular athletic team or doing regular work in the college buildings or on the grounds. The classes for the young men and the young women are conducted in their respective gymnasiums. Every young woman should bring with her a regulation gymnasium suit, preferably blue in color, with gymnasium or tennis shoes.

THE SWIMMING POOL MOVEMENT

In the original plans of Bartlett Hall, as secured by Kin Takahashi, there was provision made for the building of a swimming pool beneath the gymnasium. Lack of funds prevented the construction of the pool.

In April, 1914, the Y. M. C. A. cabinet led in a movement, which rallied around it the entire student body, looking to the construction of the proposed pool. This movement was continued in "Swimming Pool Week," November 1 to 7, when the enthusiastic efforts of the students completed the raising of fifteen hundred dollars in cash toward the cost of the pool. The college authorities then undertook the building of the pool. It will be ready for use at the opening of the fall term.

The pool occupies a separate building fifty-eight by one hundred and ten feet. The pool itself is twenty-five by seventy-five feet in dimensions. All the appointments of the building will be those approved by the best architects. The pool will be a means of health and of useful sport to the students of the future.

MEDICAL ATTENTION

The Ralph Max Lamar Memorial Hospital, spoken of elsewhere, is available for all students. A trained nurse looks after the general health of the students, and nurses all cases that require her attention. In cases of slight illness no charge is made for nursing, but the patient pays $4.00 a week for the use of the ward, and for board and laundry. In cases of serious illness demanding more than ordinary time and attention, a nominal charge is also made for the nursing. On Monday, Thursday, and Saturday of each week free medical consultation and prescription by approved physicians are provided at the hospital for out-of-town students. Any other medical attention, however, that may be required must be paid for by the student. These privileges have been responded to with marked appreciation by the student body, and the medical attention thus afforded has been of great service in the prevention and checking of serious illness.

THE Y. M. C. A. LYCEUM COURSE

For several years the Y. M. C. A. has conducted for the student body and the public a course of lectures and entertainments. The course usually consists of five or six numbers, one or two of which are popular lectures and the rest musical, elocutionary, or dramatic entertainments. The course is provided at small cost to the student, tickets for the entire series costing usually a dollar and a half.

INTERCOLLEGIATE FORENSIC CONTESTS

In 1909 a Triangular Debating and Oratorical League was formed with Carson and Newman College and Tusculum College for a term of three years, 1910-1912. A prize of five dollars in gold was awarded to each of the winning contestants annually. A silver cup, offered as a trophy by Hope Brothers, of Knoxville, to the college winning the largest number of points for three consecutive years, was awarded to Maryville.

After an interval of one year the agreement was renewed for the three years, 1914-1916.

ADMINISTRATIVE RULES

Absence from the College.—Students are not allowed to absent themselves from the College without permission from the Faculty.

Changes of Course.—All changes of studies must be made within two weeks after matriculation. Thereafter, all changes for students in the Preparatory Department shall be made by order of the Principal of the department, and all changes in the College Department by permission of the Faculty, and in all cases after consultation with the instructors concerned. Every change of course made after two weeks from date of matriculation involves a fee of fifty cents, unless this fee is remitted by special vote of the Faculty.

Delinquencies and Demerits.—All unexcused delinquencies and demerits are registered. When they amount to twenty-five, the student ceases to be a membr of the institution. A delinquency is a failure to perform any college duty. Excuses for such failure must be presented immediately upon returning to work.

Dismissal from College.—Students are dismissed, also, whenever in the opinion of the Faculty they are pursuing a course of conduct detrimental to themselves and to the College. The Faculty are the sole judges of the advisability of such dismissal. Maryville College is a private institution, and reserves the right to dismiss a student whenever the authorities of the College may elect. An institution which is affording such extensive opportunities and advantages to its students in return for fees not so large as the incidental fees of most institutions, can not allow those to remain in attendance who fail to perform their college work, or who injure college property, disturb college order, or by acts of insubordination or immorality hurt the good name of the College and add unnecessary burdens to the authorities of the institution. The College desires no such students, and rids itself of them when they appear.

ENTERTAINMENTS.—To avoid interference with the regular work of the College, students are not permitted to engage in dramatic entertainments, and must secure special permission before engaging in any entertainment outside the College.

EXAMINATIONS.—A student absent from any examination without an approved excuse will be marked "zero" on that examination, and will receive no credit for his term's work. Any student failing to be present at term examinations shall be required to take all omitted examinations before being allowed to enter classes on his return to the College. A fee of one dollar will be charged for any examination not taken at the regular time for the examination.

FORFEITURE OF AID.—Any student receiving financial aid from the College, in the form of scholarships, loans, or opportunities for work, will forfeit such aid if he becomes an object of college discipline.

HAZING.—Hazing and other interference with individual liberty or class functions on the part of individuals or classes are prohibited.

RELIGIOUS SERVICES.—Prayers are attended in the college chapel in the morning, with the reading of the Scripture and with singing. Every student is required to attend public worship on the Sabbath, and to connect himself with a Sabbath-school class in some one of the churches in town.

ROOMING IN TOWN.—Students are not permitted to room or to board at hotels or other places disapproved by the Faculty. Young women from out of town are not permitted to room or board off the college grounds, except with relatives.

SABBATH.—Students are not allowed to patronize the Sunday trains or to visit the railway stations on the Sabbath. No student will be received on the Sabbath. Sunday visits are disapproved.

SECRET SOCIETIES.—No secret society will be allowed among the students, and no organization will be permitted that has not been approved by the Faculty.

STANDING.—A uniform system of grading is employed, upon the results of which depends the promotion from one class to another. The Faculty meets each week of the college year, and receives reports of the work done in all departments and of the delinquencies of individual students. A record is made of the standing of each student, which is sent to his parents or guardian at the end of each term. In order to be classified in any given year in the College Department a student shall not be conditioned in more than three studies.

TOBACCO.—The use of tobacco on the college grounds and in the college buildings is forbidden, and no student addicted to its use will be allowed to room upon the college premises. One violation of this rule will be deemed sufficient to exclude a student from the college dormitories.

VACCINATION.—Vaccination is required of those students who have not recently been vaccinated.

SELF-HELP

The College offers opportunities of self-help to a large number of deserving young men and women. More than two hundred annually avail themselves of such opportunities. The work offered includes manual labor on the grounds, janitor service in the various buildings, dining room and kitchen service at the Coöperative Boarding Club, office work, and work as assistants in laboratories, libraries, or study rooms. These forms of employment are paid for at a rate varying according to the degree of skill and responsibility involved. Indoor work is allotted usually to students that have previously given proof of their ability and worth. Positions of exceptional responsibility, such as janitor service and work as assistants, are granted for a year in advance, the assignment being made at the close of the spring term. Assistants in any department are elected by the Faculty upon the recommendation of the head of the department.

Application for work of any kind must be made in writing and addressed to the Faculty. The acceptance of an opportunity of self-help involves especial obligation to diligence, loyalty, and the faithful discharge of duty. A student that fails to do satisfactory work or becomes an object of discipline by the Faculty will forfeit all such opportunities.

SCHOLARSHIP FUNDS

The Craighead Fund, 1886, contributed by Rev. James G. Craighead, D.D., for candidates for the ministry..... $1,500

The Carson Adams Fund, 1887, by Rev. Carson W. Adams, D.D., of New York, for tuition help..... 6,300

The George Henry Bradley Scholarship, 1889, by Mrs. Jane Loomis Bradley, of Auburn, N. Y., in memory of her only son 1,000

The Willard Scholarship, 1898, by the Misses Willard, of Auburn, N. Y..... 1,000

The Students' Self-help Loan Fund, 1903, 1908, and 1912, by an East Tennessean, for loans to upper classmen..... 2,000

The Clement Ernest Wilson Scholarship, 1904, by Mrs. Mary A. Wilson, of Maryville, in memory of her son 1,000

The Alumni and Undergraduate Scholarship Fund, begun 1904, by the Alumni Association and former students. A bequest of $500 was made to the fund by the late Mrs. M. A. Wilson, of Maryville 2,097

The Angier Self-help Work and Loan Fund, 1907-1911, by Mr. Albert E. Angier, of Boston, Mass., to provide opportunities of work and loans for young men 5,000

The Margaret E. Henry Scholarship, 1907, established through the efforts of Mr. Jasper E. Corning, of New York 1,000

The Arta Hope Scholarship, 1907, by Miss Arta Hope, of Robinson, Ill. 1,000

The Hugh O'Neill, Jr., Scholarship, 1908, by Mrs. Hugh O'Neill, of New York, in memory of her son 1,000

The Alexander Caldwell Memorial Fund, 1908, by Mr. G. A. Moody, of Jefferson City, Tenn., the income to be loaned 1,000

The D. Stuart Dodge Scholarship, 1908, by Rev. D. Stuart Dodge, D.D., of New York City, preferably to aid graduates of the Farm School of North Carolina 1,500

The Julia M. Turner Missionary Scholarship Fund, 1908, by Mrs. Julia M. Turner, to aid the children of foreign missionaries or those preparing for the foreign field 5,000

The William J. McCahan, Sr., Fund, 1908, by Mr. William J. McCahan, Sr., of Philadelphia, Pa., for tuition help 5,000

The W. A. E. Campbell Foreign Missionary Fund, 1909, by Rev. W. A. E. Campbell, of Nashville, Ind., to aid a young woman preparing for foreign missionary work 700

The Charles Francis Darlington, Jr., Scholarship, 1909, by Mrs. Letitia Craig Darlington, of New York, in honor of her son 1,000

The Hoover Self-help Fund, 1909, by Dr. W. A. Hoover, of Gibson City, Ill., to provide opportunities of work for young men 500

The Isaac Anderson Scholarship, 1909, by James A. and Howard Anderson, of Knoxville, Tenn., in memory of their great-uncle, Rev. Isaac Anderson, D.D., the founder of Maryville College 1,000

The John H. Converse Scholarship, 1909, by Mr. John H. Converse, of Philadelphia, Pa., for candidates for the ministry and other Christian service 5,000

The Chattanooga Self-help Fund, 1910, by Rev. E. A. Elmore, D.D., and citizens of Chattanooga, Tenn., to provide opportunities of work for students 500

The Rena Sturtevant Memorial Scholarship, 1910, by Miss Anna St. John, of New York 1,000

The Nathaniel Tooker Scholarship, 1910, by Nathaniel Tooker, Esq., East Orange, N. J. 1,000

The James R. Hills Memorial Self-help Work Fund, 1911, by Miss Sarah B. Hills, of New York, to provide work for students 1,000

The Mrs. Elizabeth Hyde Mead Memorial Scholarship, 1911, by the Abbot Collegiate Association of New York 1,000

The G. S. W. Crawford Self-help Fund, 1912, by friends of the late Professor Crawford, to provide work for students 1,000

The Elizabeth Belcher Bullard Memorial Scholarship, 1912, "given in memory of a great friendship" by Mrs. Elizabeth C. Barney Buel, of E. Meadows, Litchfield, Conn., through the Mary Floyd Tallmadge Chapter of the D. A. R. 1,000

The Elizabeth Hillman Memorial Scholarship, 1912 and 1914, by Mrs. John Hartwell Hillman, of Pittsburgh, Pa., through the Pittsburgh Chapter of the D. A. R., "in perpetuity for mountain girls in Maryville College" 2,000

The Robert A. Tedford Scholarship, 1913, "given by his wife, Emma Patton Tedford, as a memorial to her husband" 1,000

The Major Ben and Jane A. Cunningham Fund, 1914, by Edwin S., Campbell S., Clay, and Ben Cunningham, to assist worthy and needy students, preferably from Blount County, Tennessee 1,045

The Mary Harwood Memorial Scholarship, 1915, by the Stamford, Conn., Chapter of the D. A. R., "to aid worthy students" 1,000

COLLEGE PUBLICATIONS

The official publication of the College is THE MARYVILLE COLLEGE BULLETIN. It is issued four times a year, and is sent free to any who apply for it. The May number of each year is the annual catalog. THE COLLEGE MONTHLY is issued several times a year by the students, the editorial staff consisting of representatives of the four literary societies, the Christian Associations, the Athletic Association, and the Alumni Association. THE CHILHOWEAN is issued annually by the Senior Class. It is the yearbook of the student body, containing a summarized record of the year's work in all the departments and organizations of the College, and is an attractive souvenir. THE MARYVILLE HAND BOOK is issued annually by the Christian Associations. It is intended to present the work of the Associations to new students, and also to assist them in adjusting themselves to their new environment. It includes a directory of the Christian Associations, Literary Societies, Athletic Associations, city churches, and college offices; the college colors, yell, song, and athletic records; and instructions as to matriculation.

SPECIAL NEEDS

(1) The most pressing need is the addition of another dynamo, the replacing of the boilers worn out by long service, and the removal of the power plant to the railroad track. The cost of these improvements will be $10,000. (2) The provision of a water-supply and fire-protection system adequate for the enlarged demands made by the added dormitories and other buildings. Much work has been done during the past two years in providing for this need. To complete the system there will be needed $3,000. (3) A new recitation building, $50,000. It can not be long deferred. All available space is utilized, and yet the work is sorely cramped. (4) Endowment for a manual training department, $25,000. Too long has this important and most practical department been delayed. The basement of Carnegie Hall was planned with reference to it, and will provide adequate quarters for it. (5) Endowment of an agricultural department, $25,000. The clientage of Maryville, the need that present-day public-school teachers have of training in agriculture, and the trend of the times all demand this addition. A gift of $150 has been received towards this endowment. (6) Equipment of manual training and agriculture departments, $10,000. (7) Endowment to enable the College to employ a Professor of Education to serve partly in college extension work, $25,000. (8) Endowment for the natural science departments to help provide annual supplies, $10,000. (9) Endowment to pay the administration expenses of the Coöperative Boarding Club so as to keep the cost of board from rising any further, $15,000. Thousands of students have been enabled to enter college because of this remarkable club. Board is $1.90 a week. (10) Additional endowment for the library, $12,000. The present endowment is less than eight thousand dollars. (11) A hospital endowment to provide the salary of the nurse, $10,000. The hospital is proving invaluable and the nurse is necessary, and the students are unable to pay for one. Two gifts amounting to $600 have been paid in, and furnish a nucleus for the Hospital Endowment Fund. (12) For streets, walks, and grounds, $5,000. Naturally beautiful, the grounds have been reluctantly left unimproved through lack of funds. (13) Another dormitory for young men. Both dormitories for the young men are full, and many students are unable to secure rooms in them. A duplicate of Carnegie Hall can now be erected for $45,000, and will make a home for one hundred and twenty additional students. (14) Immediate and pressing needs: (a) $1,000 to provide additional furniture for Memorial and Baldwin Halls. (b) A pipe organ for the Chapel, $4,000. (c) $5,000 to complete the swimming pool.

All these great needs can be met with two hundred and fifty thousand dollars. And the College has faith that this amount will be secured before many commencements have passed.

BEQUESTS AND DEVISES

Since each State has special statutory regulations in regard to wills, it is most important that all testamentary papers be signed, witnessed, and executed according to the laws of the State in which the testator resides. In all cases, however, the legal name of the corporation must be accurately given, as in the following form:

"I give and bequeath.....to 'THE DIRECTORS OF MARYVILLE COLLEGE,' at Maryville, Tennessee, and to their successors and assigns forever, for the uses and purposes of said College, according to the provisions of its charter."

PEARSONS HALL

Register of Students

COLLEGE DEPARTMENT

SENIOR CLASS

Atiyeh, Anise Elias	Homs, Syria	General
Balch, Hiram Smith	Newport	Mathematics
Barnes, Mark Hopkins	Maryville	Science
Biggs, Alfred DeBard	Greenup, Ky.	Classical
Boggs, Mary Barnett	Kingston, O.	General
Bond, Lester Everett	South Portland, Me.	General
Burnett, Bertha Mae	Knoxville	General
Bush, Harry Oswald	Philadelphia, Pa.	Classical
Butler, Ruth Virginia	Cuyapo, P. I.	Modern Languages
Carson, Ruth Rankin	Maryville	Classical
Crane, Anne McPheeters	New Decatur, Ala.	Modern Languages
Dawson, Charles Edward	South Knoxville	Classical
Ensign, John Evans	Rossville, Ga.	Classical
Goddard, Thomas Warner	Maryville	General
Karnes, Marie Elise	Gallipolis, O.	Classical
Kilpatrick, Emmett	Camden, Ala.	General
Lloyd, Ralph Waldo	Fort Duchesne, Utah	General
Melick, Sarosa Rosamond	Annandale, N. J.	General
Mitchell, Thomas Harvel	Ironton, Mo.	Classical
Moxon, Frank Macquarie	Lowell, Mass.	General
Murray, Albert Francis	New Decatur, Ala.	Mathematics
Painter, Winifred Lee	Maryville, R. D. 6	General
Powel, Samuel Franklin	Rogersville	Classical
Reagan, Madge Tipton	Maryville	General
Stephens, John Vant, Jr.	Cincinnati, O.	General
Tetedoux, Corinne Fleming	Norwood, O.	General
Toney, George Lynn	Erwin	General
Wilson, Howard Hannington	Maryville	General

JUNIOR CLASS

Adams, Alma McBryan	Union, S. C.	General
Adams, George Morris	Cedar Hill	Science
Alter, Ruth Maude	Anniston, Ala.	Classical
Caldwell, Alexander Bryan	New Market	General
Carver, Ralston Wilde	Davidson, N. C.	Social Science
Conrad, Chauncey Elbert	Fredericktown, Mo.	General
Creswell, Lula Baxter	Bluefield, W. Va.	General
Cross, Frank Moore	Gastonburg, Ala.	Classical
Dawson, Edna Elizabeth	South Knoxville	General
Ferguson, Arthur Aaron	Elizabethton	General
Fitch, Mary Abigail	Maryville	General
Foster, Edna McBee	Blaineville	General
George, Margaret Irene	Mentor	Science
Henry, Cora Jane	Walland, R. D. 2	Education
Kennedy, Zelma Beaumont	Straw Plains	Education
Kidder, Jonathan Edward	South Knoxville	General

Knapp, Tracy Fitch	Maryville	Mathematics
Liddell, George Turner	Geary, Okla.	General
Lowry, Bernice Lee	Maryville	General
McCurry, Coy Edward	Mosheim, R. D. 2	General
McKelvey, Gertrude Ethel	Chattanooga	General
May, Aletha Cleland	Maryville	Modern Languages
Mitchell, Lily Elma	Ironton, Mo.	General
Pleasants, William Henry	Roxboro, N. C.	Science
Postlethwaite, Frank Keith Thomson	Chattanooga	General
Powel, William Armstrong	Rogersville	General
Proffitt, David Wilson	Maryville, R. D. 2	Social Science
Rankin, Rolfe Montgomery	Jet, Okla.	Mathematics
Robinson, Gilbert Oscar	Patton, Mo.	Mathematics
Ross, Jesse Barrance	Cascilla, Miss.	General
Silsby, Charles Edwin	Shanghai, China	General
Smith, Raymond Owens	Maryville	General
Sugg, Catherine Sherbrooke	Christiana	Modern Languages
Taylor, Muriel	Maryville	Education
Threlkeld, Horace Walton	Hobart, Okla.	General
Wallin, Stephen Eldridge	Big Laurel, N. C.	General
Webb, Lillian Gray	Maryville	General
Whalin, Fred Raymond	Sharon, Kan.	Social Science
Wilson, Lois Coligny	Maryville	General

SOPHOMORE CLASS

Boring, William Wiley	Rasar	General
Calloway, Henry Abbott	Maryville	General
Camp, Mary Ida	Dry Run, Pa.	Classical
Carson, Dorothy Jean	Maryville	General
Caton, Herman Luther	Cosby, R. D. 4	General
Clemens, Mary Lucinda	Maryville	General
Ellis, Ellen Estelle	Knoxville, R. D. 5	General
Fisher, Commodore Bascom	Lewisburg	Classical
Gamon, Robert Speer	Knoxville	General
Gaylor, Anna Maude	Jellico	General
Gibson, Chapman J.	Spring City	General
Gordon, Elizabeth Arta	Flat Rock, Ill.	General
Haggard, William Wade	Maryville	General
Hickey, Mary Craig	Jonesboro	General
Hodges, George Winfred	Boyds Creek	Classical
Hopkins, Cora Frances	Knoxville	General
Huff, Edith Elwood	Emmett, Idaho	General
Jones, Anna Josephine	Charlestown, Ind.	General
Kelly, Charles Francis	Kodak, R. D. 4	General
Lance, Elsie Mae	High Bridge, N. J.	General
Lansing, Vernon Cecil	Bay City, Mich.	General
Leonard, Chester Fred	Chicago, Ill.	General
McCord, William Hugh	Lewisburg	General
McReynolds, Alfred Clarence	Maryville, R. D. 1	General
Mapes, Ralph Clark	Rising Sun, Ind.	General
Martin, William Earl	Maryville	General
Matthews, Mary	De Soto, Mo.	General
May, Margaret Eunice	Maryville	General
Painter, John William	Maryville, R. D. 6	Mathematics
Perea, Wendell Somers	Falmouth, Ky.	General

Pile, Herman Owen	Edgewood, Tex.	General
Pleasants, Annie Lewis	Roxboro, N. C.	General
Porter, Jean McDonald	Campinas, Brazil	General
Quinn, Charles Fred Patrick	Lancing	General
Rodgers, William Hunter	Macomb, Ill.	General
Rough, Celia Ellen	Oakland City, Ind.	Mathematics
Russell, Erma Madison	Nashville	General
Samsel, Herbert Whitelaw	Tate	General
Schaul, Helen Margaret	Niagara Falls, N. Y.	General
Scheer, Lorine Margaret	New Decatur, Ala.	General
Skelton, Margaret Lee	Elberton, Ga.	General
Steelman, Florence Christine	Flanders, N. J.	Modern Languages
Steelman, Frances Willard	Flanders, N. J.	Education
Stinson, Edgar Carroll	Harveysburg, O.	Social Science
Striplin, Esther Apharine	Maryville	Mathematics
Taylor, Anna Elizabeth	New Market	General
Tedford, Stacie Arbeely	Maryville	General
Vinyard, Harry Andrew	Pevely, Mo.	Education
Walker, J. Charles	Agee	General
Wilson, Bertha Mary	Maryville	General
Wright, Alice Elizabeth	Knoxville	General

FRESHMAN CLASS

Adams, James Clyde	Springfield	General
Adams, John Ottomar	New Providence, N. J.	General
Baker, Marie Elizabeth	Kingston, O.	General
Banks, Edna Evelyn	Huntland	General
Bassett, Margaret	Newport, Pa.	Mathematics
Bicknell, Guilford O.	Maryville	Mathematics
Blauvelt, Homer Everett	Maplesville, Ala.	Mathematics
Bowles, Charles Winston	Pikeville, Ky.	General
Brothers, Edith Mae	Gallipolis, O.	General
Brown, Frances Marie	Volant, Pa.	General
Bryson, Alton Davis	Whitwell	Mathematics
Cahoon, Donald Blair	Scranton, Pa.	General
Campbell, Mildred Lucile	Erwin	Eng. Lit. and History
Collier, Martha Myrtle	Madisonville	General
Cooper, Finis Gaston	Gastonburg, Ala.	Mathematics
Creswell, Anne Gamble	Bearden	General
Cross, Shelby Cecil	Columbiana, Ala.	General
Cross, Sterling	Gumfork	Mathematics
Crum, Mark Blaine	Greeneville, R. D. 15	General
Dawson, Horace	South Knoxville	Classical
Dealy, Jacob Valentine	Houston, Tex.	Science
Eaton, Chester Manning	Macomb, Ill.	General
Ferntheil, Harry Henry	Mount Washington, O.	General
Fisher, Mattie Mildred	Lewisburg	General
French, Edith Elizabeth	Fort Branch, Ind.	General
Fulton, Prentice Grady	Johnson City	General
Gallaway, Mary Priscilla	Lewisburg	General
Garrison, William Reid	Derita, N. C.	General
Gibson, Lucy Genevieve	De Soto, Mo.	General
Goins, William Alvis	Lafollette	General
Greer, Harold Hale	Maryville	General
Guille, Elizabeth Augusta	Menlo, Ga.	General
Henry, Elizabeth Amy	Flanders, N. J.	General

Henry, Jonnie Belle	Maryville	General
Holloway, James Arthur	Glen Alice	General
Huddleston, Hiram Harold	Maryville	General
Jackson, Mary Louise	Asheville, N. C.	General
Jordan, Herbert Joseph	Beverly, N. J.	Classical
Karte, Sophie Anna	De Soto, Mo.	General
Kelso, Arthur Henry	Walla Walla, Wash.	General
Knapp, Josephine	Maryville	Mathematics
LaRue, Claude Smith	Valentine, Ind.	Science
Lawyer, Paul Lowrance	Macomb, Ill.	Mathematics
Lester, Max Milton	Mesquite, Tex.	General
Lloyd, Carl Stanton	Fort Duchesne, Utah	Science
McClellan, Charles Thompson	Corryton	General
McClelland, Francis DeLoss	Jenkins, Ky.	General
McCulley, Emma Mae	Maryville, R. D. 2	General
McKoy, William Gordon	Old Fort, N. C.	General
McTeer, William Andrew	Maryville	General
Miles, Mary	Knoxville, R. D. 10	General
Mitchell, Muriel Florence	Osborne, Kan.	Modern Languages
Moore, George Ann	Frankfort, Ind.	General
Morrison, Edyth Lillie	Farm School, N. C.	General
New, John Ralston	Fort Branch, Ind.	General
Nichols, Frank Oliver	Etowah	Science
Nicholson, Lauree	Bokoshe, Okla.	General
Ogilvie, Eva Louise	Sandwich, Ill.	General
Painter, Erskine Grills	Maryville, R. D. 6	Mathematics
Parks, William Burney	McDonald	Social Science
Pleasants, Mamie Ennis	Roxboro, N. C.	General
Powell, Katherine Lee	Lyerly, Ga.	General
Richards, Andrew	Leith, Scotland	General
Robinette, Faith	Rockport, Ind.	General
Rose, Joseph	Naillon	Mathematics
Scruggs, Frank Heiskell	Sweetwater	General
Sherrill, William Minnis	Johnson City	General
Silvius, Robert Hutcheson	Texarkana, Tex.	Classical
Sisk, Augustus	Marion, N. C.	Mathematics
Skelton, Mary Leslie	Elberton, Ga.	General
Smith, Charles Logan	Harlan, Ky.	General
Sowards, John Auxier	Pikeville, Ky.	Classical
Stanberry, Charles Richard	Newport, R. D. 2	General
Steelman, George Newton	Flanders, N. J.	Science
Sugg, Margaret Sutton	Christiana	Modern Languages
Susong, Suella	Walland, R. D. 1	General
Taylor, Robert Landon	New Market	General
Tedford, Mary Pearl	Maryville	General
Toney, James Frank	Erwin	General
Turner, James Haskew	Maryville, R. D. 1	General
Turner, Marie	La Plata, Mo.	General
Watkins, Ben Ed	Indian Springs, Ga.	Mathematics
Williams, Aubrey Willis	Birmingham, Ala.	Classical
Williams, Deck Christopher	Cosby, R. D. 2	General
Young, Carey McCune	Harrisville, Pa.	General

IRREGULAR COLLEGIATE STUDENTS

Anderson, Roy Ritter	Lenoir City	General
Anderson, William Shannon	Fountain City, R. D. 1	General
Aycock, Anne Melissa	Jonesville, S. C.	General

Baldwin, Clifton Thomas	Paducah, Tex.	General
Broady, Ita Anderson	Maryville	Home Economics
Campbell, Bertha Mae	Erwin	Home Economics
Day, Guthrie Ford	Spring City	General
Goddard, Cecil French	Maryville	General
Hall, Mary Venita	Maryville	General
Henry, Lily Canzada	Cosby, R. D. 1	General
Hilleary, Perry Caspar	Columbus, O.	General
Johnston, Lindsay Morris	Pineville, N. C.	General
King, Eliot Lester	Knoxville, R. D. 10	General
Lloyd, Glen Alfred	Fort Duchesne, Utah	General
Lyle, Carl Blackburn	Dandridge	General
McCall, Newton Sheddan	Greenback, R. D. 4	Science
Means, Margaret Lucile	Maryville	Home Economics
Miller, Sula Mae	Grandview	Home Economics
Moss, Sophia Ora	Sparta, R. D. 3	Home Economics
New, Ruth	Fort Branch, Ind.	General
Park, Harwell Bennett	Culleoka	General
Porter, Mary Isabel	Campinas, Brazil	Social Science
Pritchett, William Henry	Annemanie, Ala.	General
Ramsey, Robert Adair	Newport, Pa.	General
Renfro, William Vinet	Euchee	General
Simpson, George Ella	Rowland	Bible Training
Smith, Mae Darthula	Morristown	Home Economics
Trent, Naomi Elizabeth	Maryville	Home Economics

COLLEGE SPECIAL STUDENTS

Chandler, Mary Louise	Maryville	General
Clemens, Alice Isabella, B.A.	Maryville	Expression
Davis, Pauline	Jonesboro, Ark.	Home Economics
Fanson, Anna Ethel, B.A.	Assumption, Ill.	Expression
Franks, Jessie Belle	Smithfield, Pa.	Bible Training
Goodpasture, Eva Grace	Washington, D. C.	Home Economics
Henry, Lavona Azalia	Maryville	Home Economics
Jack, Samuel Williams	North Washington, Pa.	Science
Logan, Onessus Horner	Persia	General
Maxey, Mayme Rebecca, B.A.	Maryville	Home Economics
Patton, Ruby Charles, B.A.	Maryville	Expression
Peeler, Margaret Cecelia, Ph.B.	Maryville	Expression
Post, Alfred Andrews	Maryville	Bible Training
Rankin, Mary Kate, B.A.	Dandridge	Music
Stanley, Z. Jay, B.A.	Liberty, Ind.	General
Stinecipher, Mary Elizabeth	Grandview	Home Economics
Sutton, Marguerite	Maryville	General
Weaver, Bernard Glynn	Hanover, O.	Social Science

PREPARATORY DEPARTMENT

FOURTH YEAR CLASS

Birdsall, Julian Kellogg	Brockport, N. Y.	Classical
Bradley, Homer	Talking Rock, Ga.	General
Briggs, David Hezekiah	Marshall, N. C.	Classical
Brown, Theron Nelson	Maryville, R. D. 5	General
Burchfield, Ethel Leona	Dandridge	Classical
Burchfield, Mary Elizabeth	Walland, R. D. 1	General

Butler, Judson Rea	Cuyapo, P. I.	Classical
Clark, Allen Long	Maryville	Classical
Ellis, Edwin Breckenridge	Maryville	Classical
Francis, Josephine Ridley	Ironton, Mo.	Classical
Gallion, Blanche Lee	Jefferson City	Classical
George, Winnie Mae	Jacksboro	Classical
Harper, Irene Knox	Louisville	Classical
Henry, Nancy Cordelia	Cosby, R. D. 1	Classical
Hill, Willie Kate	Maryville	General
Hines, Minnis Cecil	Maryville	Classical
Houston, Salem Winston	Greeneville, R. D. 13	Classical
James, Hugh	Maryville	Classical
King, Carl Lee	Springfield	Classical
Kittrell, Sara Louise	Maryville	Classical
Lichlyter, Paul Ernest	Dandridge	General
McConnell, Thomas Lamar	Maryville, R. D. 6	Classical
McCurry, Luther	Mosheim, R. D. 2	Classical
McGinley, Viola Blanche	Maryville	Classical
McGranahan, Isabel	Knoxville	Classical
Marcum, Rosa Ada	Helenwood	Classical
Moore, Ralph Blaine	Russellville	Classical
Parks, Harle Lovelace	Ocoee	Classical
Proffitt, Sallie Kathryn	Bald Creek, N. C.	Classical
Ross, John	Mint	Classical
Smith, Ralph Elisha	Harlan, Ky.	Classical
Tweed, John Bewley	Marshall, N. C.	Classical
Wagener, Loran Scott	Narka, Kan.	Classical
Witherspoon, John Knox	Kissimmee, Fla.	Classical

THIRD YEAR CLASS

Adams, Frank Thomas	Springfield	Classical
Alexander, Eleanor Cullen	Knoxville, R. D. 12	Classical
Allen, Fred	Brooklyn, N. Y.	Classical
Birdsall, Edgar Maynard	Brockport, N. Y.	General
Brattain, Ralph Owen	Antwerp, O.	Classical
Brewer, Elmer	Maryville	Classical
Brewer, Sallie Belle	Walland	General
Bright, Annie Hazel	Maryville, R. D. 5	Classical
Campbell, Edward Stephen	Biloxi, Miss.	Classical
Carter, Lee McKinley	Jonesboro	General
Carter, William Jackson	Jonesboro	Classical
Carver, Stella	Lee, N. C.	Classical
Cook, Max Gordon	Waddams Grove, Ill.	Classical
Creswell, Mary Davis	Bearden	Classical
Ellis, Horace Knox	Maryville	Classical
Fogleman, Gustavus Allen	Bowling Green, Ky.	Classical
Fox, Blannie Edith	Powell Station	General
Gallion, Katherine Gertrude	Black Mountain, N. C.	Classical
Gallion, Philip McMillan	Jefferson City	General
Gamble, Helen Rebecca	Maryville	Classical
Garrison, Dwight Norton	Bowling Green, Ky.	General
Goddard, Mary	Maryville	General
Haddox, Thomas Rollen	Knoxville, R. D. 3	Classical
Hart, Samuel Robert	Elizabethton	General
Henry, Irene	Maryville, R. D. 3	Teachers
Henry, Ralph Edward	New Market	General

Henry, Thomas Gilbert	Martin	General
Hickman, Clyde	South Knoxville	General
Howard, John Zollicoffer	Gainesboro	General
Hurst, Plina Christopher	Sevierville	Classical
James, Ernest Kelly	Springer, N. C.	Classical
Kellam, Perry Alexander	Marvel, Ala.	Classical
Kiger, John Herbert	Wheeling, W. Va.	Classical
Landes, Dorothy Edna	Ponta Grossa, Brazil	General
Landes, George Harold	Ponta Grossa, Brazil	Classical
Lecks, Fred Henry	Palatka, Fla.	General
Lewis, Helen	Biloxi, Miss.	Classical
Lewis, Mary Kate	Biloxi, Miss.	Classical
McClary, Samuel Washington	Ocoee	Classical
McDaniel, Mavis Clair	Indianapolis, Ind.	Classical
McGhee, William Edgar	Maryville, R. D. 3	General
Marshall, Alexander B.	Port Chester, N. Y.	Classical
Martin, Kenneth Lee	Maryville	Classical
Miles, Emma	Knoxville, R. D. 10	Classical
Miller, Cedric Verdi	Philadelphia, Pa.	Classical
Moore, Walter William	Ocoee	Classical
Moulton, Denzil William	Fall Branch	Classical
Overby, Frank Shamburghar	Asheville, N. C.	Classical
Peterson, Frederic Cornelius	Asheville, N. C.	Classical
Porter, Kathleen Querida	Campinas, Brazil	Classical
Proffitt, Lillie Marie	Bald Creek, N. C.	Classical
Quinn, Ruth Kate	Lancing	Classical
Runyan, Vola Belle	Sevierville, R. D. 3	Classical
Russell, Cassie Louise	Rockford	Classical
Sheddan, Hugh	Jefferson City	Classical
Sherrod, Clifford Carter	Louisville	Classical
Slatery, Floyd Alexander	Knoxville, R. D. 10	Classical
Slatery, Patrick Henry	Knoxville, R. D. 10	Classical
Stump, Ugee	Maryville	Classical
Sullinger, Marguerite	Maryville	Classical
Taylor, Wilson	Newburg, Ind.	Classical
Thurmond, Enos Cyrus	Chestnut Bluff	Classical
Toomey, Viola Elizabeth	Helenwood	Classical
Towe, Durward Norfleet	Chapanoke, N. C.	General
Vaughn, Henry	Greensburg, Ky.	Classical
Waggoner, Hugh Morrison	Lebanon	Classical
Walker, Elsie Harriet	Maryville	General
Walker, Joe Knaffle	Maryville	General
Waller, Meredith Gentry	Oliver Springs	Classical
Ward, Ernest Jennings	Inez, Ky.	Classical
Webb. Ocey Blanche	Townsend	Classical
Wilbanks, Agnes	Lavonia, Ga.	Classical
Wilbanks, Marion Wilder	Lavonia, Ga.	Classical
Wilkinson, Carrie Tipton	Maryville, R. D. 6	Classical
Wilkinson. Margaret Catherine	Maryville, R. D. 6	Classical
Wilson, Lamar Silsby	Maryville	Classical

SECOND YEAR CLASS

Anderson, Robert Mitchell	Franklin, O.	General
Baldwin, Lloyd Jerry	Paducah, Tex.	General
Beeler, Lola Frances	Powder Springs	Classical
Belt, Robert LeRoy	Wellsville	Classical
Biggs, Seaton Humphries	Greenup, Ky.	General

Boring, James Marcus	Rasar	General
Bowers, Powell Clayton	Quinton, Okla.	Classical
Brown, Elmer McIlvaine	Maryville, R. D. 5	Classical
Brown, Margaret Luella	Maryville, R. D. 5	Classical
Browning, Claude Hunter	Maryville	Classical
Bryson, Mava Kizziah	Whitwell	General
Buchanan, Mary Elsie	Kobe, Japan	Classical
Buchanan, Percy Wilson	Kobe, Japan	Classical
Burns, Cora Silvara	Freehold, N. J.	General
Butler, Bruce Chapman	Cosby, R. D. 2	Classical
Caldwell, Edith Fawn	Maryville	Classical
Calloway, Lula May	Maryville	Classical
Carpenter, Della	Peoples, Ky.	Classical
Carson, Ralph Lee	Maryville	Classical
Catlett, Jonnie Willie	Maryville	General
Caughron, Samuel Jackson	Walland	General
Clemens, Adeline Turrell	Maryville	Classical
Clemens, Robert Broady	Maryville	Classical
Cochrane, Annie Corinna	Blue Ridge, N. C.	General
Cooper, Cedric Bittle	Maryville	General
Coventry, Ruth	Maryville	General
Covington, William Henry	Meridian, Miss.	Classical
Cross, Lee M.	Harriman, R. D. 4	General
Davis, Susan Augusta	Rutledge	Classical
Dealy, James Baker	Houston, Tex.	Classical
Dorton, Bessie Foster	Knoxville	Classical
Ellis, Elizabeth	Maryville	Classical
Ellis, John Nick	Friendsville	General
Enloe, Herbert Carlyle	Judson, N. C.	Classical
Freeman, Nan	Zirconia, N. C.	Classical
Frow, John Thomas	Maryville	General
Garrison, Allen Norton	Bowling Green, Ky.	Classical
Georges, Joel Samuel	Ourmiah, Persia	Classical
Gibson, Etta Mae	Maryville, R. D. 3	Classical
Giles, James Irvin	Cosby	Classical
Gillespy, George Benton	Walland	Classical
Greenlee, Thomas James	Old Fort, N. C.	General
Haddox, Troy Mae	Knoxville, R. D. 3	Classical
Hakanson, Charles Errol	Mobile, Ala.	Classical
Hakanson, Dorothy Anna	Mobile, Ala.	Classical
Hakanson, Robert Alfred	Mobile, Ala.	Classical
Harper, Thomas Collier	Louisville	General
Harper, William Rodgers	Louisville	General
Harris, Emma Maud	Bokhoma, Okla.	Classical
Henry, Nelle Marie	Rockford	General
Henry, Stella	Maryville, R. D. 1	General
Henry, Zenie	Maryville	General
Hernandez, Pedro Jose	Havana, Cuba	Classical
Hershey, Fay Broady	Maryville	General
Hodges, Otis	Boyds Creek	General
Huffman, Bernard Leslie	Normandy	Classical
Huffstetler, Verni Princeton	Maryville, R. D. 7	Classical
Huskey, Isaac Lemon	Sevierville, R. D. 16	General
Hutsell, Miriam Marie	Sweetwater	Classical
Jackson, Eula Marion	Maryville	Classical
Jackson, Margaret Rebecca	Asheville, N. C.	Classical
Kesterson, John Washington	Maryville	Classical

King, Fred Harvey	Springfield	General
Lawson, Melvin Early	Sevierville, R. D. 7	Classical
Legg, John Wallace	Straw Plains	General
Lent, Elizabeth	Sorrento, Fla.	Classical
Long, Joel Bratcher	Oliver Springs	Classical
McCurry, Addie Mae	Mosheim, R. D. 2	General
McDonald, John Raymond	Rogersville	General
McGinley, Raymond Cuthbert	Independence, Mo.	Classical
McMurray, Luke	Chilhowee	General
McNutt, Mary Lawson	Maryville	Classical
Mantooth, Herman Cawood	Newport, R. D. 2	General
Mills, Ray Laney	Medina	General
Mullineaux, Katherine Virginia	Gallipolis, O.	Classical
Parker, Helen Corrie	Louisville, R. D. 2	General
Price, Albert Marvin	Vanceburg, Ky.	Classical
Purcell, Jonathan McClure	Palatka, Fla.	Classical
Quinn, Jesse Clay	Lancing	General
Robinson, Marvin Curtis	Weaverville, N. C.	Classical
Robinson, William Arthur	Jupiter, N. C.	Classical
Rogers, Agnes Belle	Mooresburg	Classical
Ross, Lanty Marion	Mint	Classical
Russell, Nellie Margaret	Rockford	Classical
Scarborough, Mary Bessie	Maryville	Classical
Sentelle, Henry Lea	Greeneville	Classical
Sheddan, Wiley Ernest	Jefferson City	General
Simmons, Charles Wesley	Johnsonville	Classical
Smith, Ada Frances	Morristown	Classical
Smith, Thomas Acel	Andrews, N. C.	General
Stephens, Cora Anne	Knoxville	General
Stephens, Noble Henderson	Yamacraw, Ky.	Classical
Stinnett, Lillie	Townsend	Classical
Stinnett, Sarah Anne	Townsend	Classical
Sutherland, Wilhelmina Jean	Maryville	Classical
Tedford, Hugh Craig	Maryville	General
Thistle, Jessie Aurilla	Franklin, O.	Classical
Vandegrift, Roy Ualmont	Erwin	General
Webb, Dixie Lee	Sevierville, R. D. 8	Classical
Weisbecker, Homer George	Fort Wayne, Ind.	Classical
West, Clyde Eckles	Maryville, R. D. 4	General
White, Martha Irene	Powder Springs	Classical
Williams, Eugene Monroe	Maryville	General
Wilson, Nellie Mae	Flint, Mich.	General
Yoakum, Margaret Leonore	Lone Mountain	General

FIRST YEAR CLASS

Adkins, Tivous	Gumfork	General
Ammons, Georgia Irene	Maryville, R. D. 8	Classical
Anderson, Mary Rhea	Maryville	Classical
Anderson, Mildred McElwee	Rockford	Classical
Anderson, William Harris	Maryville	Classical
Armstrong, Stanley Morton	Detroit, Mich.	Classical
Beard, Moffatt Grear	Harrisburg, N. C.	General
Beaty, Holland	Conasauga	Classical
Black, Edith Mae	Jacksonville, Fla.	Classical
Bogle, Jennie Tunnell	Maryville, R. D. 4	General
Bost, Nancy Lee Elizabeth	Claremont, N. C.	General

Brown, Stacie	Tampa	General
Bryson, Tula Mae	Whitwell	Classical
Caldwell, Edward Alexander	Maryville	Classical
Caldwell, Ruth Odessa	Louisville, R. D. 2	Classical
Cantrell, John Benjamin	Pittsburg Landing	General
Carter, William Jackson	Philadelphia	Classical
Cates, Charles Merritt	Maryville	Classical
Chandler, Margaret McElwee	Maryville	Classical
Chitwood, Oscar Beaty	Harriman	Classical
Clabough, Blanche	Sevierville, R. D. 3	Classical
Clark, Barbara Blount	Maryville	Classical
Clark, Lillian Marie	Maryville	Classical
Coggins, Ruby	Crestmont, N. C.	Classical
Coles, Bernice Mae	Gainesville, Fla.	Classical
Collins, Myrtle Lorine	Knoxville, R. D. 7	Classical
Conrad, Daniel Lester	Fredericktown, Mo.	Classical
Coulter, Hassie Etta	Maryville	General
Cowan, Guy	Maryville	Classical
Damiano, Carl Eugene	Fairmont, W. Va.	General
Davis, James Alfred	Maryville, R. D. 4	General
Dennis, James Alonzo	Cosby	General
Dillon, Alice	Lancing	Classical.
Draughon, William Marion	Springfield, R. D. 7	Classical
Ehrhardt, Nevah Rhea	Rochester, N. Y.	Classical
Enloe, Luna Wesley	Sevierville	General
Everett, Tressie	Maryville, R. D. 4	General
Faubion, Mary Wood	Maryville	Classical
Ferguson, Rosa Elizabeth	Maryville, R. D. 8	Classical
Finfrock, Glenn Mark	Houston, Tex.	Classical
Ford, Bertie Elizabeth	Crestmont, N. C.	Classical
Ford, Lena Ethel	Browns	Classical
Ford, Rufus	Naillon	Classical
Ford, William Hobart	Browns	General
Franklin, Lillie Katherine	Sevierville, R. D. 7	Classical
Frederick, Vera	Crestmont, N. C.	Classical
French, Helen Margaret	Maryville	Classical
Frow, Robert Porter	Maryville	General
Gamble, Max Marion	Maryville	General
Garner, Albert Richard	Mint	Classical
Goddard, Helen	Maryville	Classical
Goreham, Wilfred John	Chicago, Ill.	Classical
Greenlee, Ruth McEntire	Old Fort, N. C.	Classical
Gregory, Walter Abe	Cades Cove	General
Gregory, William Elmer	Oneida	Classical
Griffith, Minnie Belle	Tampa	Classical
Griffitts, Margaret Ellen	Mint	General
Griffitts, Sallie Jane	Mint	Classical
Groeneveld, Allen E.	Coopersville, Mich.	Classical
Hale, Donnie Ella	Maryville	General
Hale, George Lafette	Russellville	Classical
Harman, Florence Lucile	Russellville, O.	Classical
Harris, John Wesley	Newport	Classical
Harrison, Wallace	Maryville, R. D. 8	Classical
Hemphill, Idella	Morris, Ala.	Classical
Henry, Betty Jane	Cosby, R. D. 1	Classical
Henry, Jonnie Belle	Maryville	Classical
Henry, Lois	Maryville	Classical
Hernandez, Manuel	Palos, Cuba	General

Hileman, Delmer Paul	Mooresburg	General
Hitch, Mary Tennessee	Louisville	Classical
Holt, Olive Gertrude	Maryville, R. D. 1	General
Huber, Frank Xavier	Newark, N. J.	Classical
Huffaker, Ira Reginald	Knoxville, R. D. 14	Classical
Huffstetler, Myrtle Allie	Maryville	General
Hurst, Rella Victor	Sevierville, R. D. 8	Classical
Jackson, Eugene Harris	Asheville, N. C.	Classical
Jackson, Martha Janet	Tryon, N. C.	General
James, Bessie Sue	Maryville, R. D. 5	Classical
James, Mae	Maryville, R. D. 5	Classical
James, Rosalee	Maryville, R. D. 5	Classical
Jenkins, Mertie Lucinda	Louisville	General
Jenkins, Roy	Scranton, Pa.	Classical
Jones, Edwin Leslie	Charlestown, Ind.	Classical
Jones, Lena Virginia	Knoxville	General
Key, John Columbus Newton	Greenback	Classical
Kidd, Ruby Temperance	Binfield	Classical
King, Earl C.	Louisville	Classical
King, Raymond McKinley	Louisville	Classical
Lambert, Annis Algia	Maryville	Classical
Lequire, Jennie Belle	Walland	Classical
Lovelady, Adelbert Ashenhurst	White Rock, N. C.	Classical
Luther, Thomas Crowell	Candler, N. C.	General
Luther, Thomas Don	Candler, N. C.	Classical
McCall, Beryl Jean	Maryville	General
McCall, Helen Caroline	Maryville	General
McCall, Ruth	Knoxville, R. D. 10	Classical
McCall, Stella Love	Greenback, R. D. 4	Classical
McClary, Luke Webster	Ocoee	Classical
McCulley, Mary Florence	Maryville, R. D. 2	Classical
McCulloch, Thomas Leonard	Maryville, R. D. 6	General
McMahan, Gladys Nancy	Sevierville	Classical
McNutt, Robert Lyle	Maryville	Classical
McPeeters, Helen Bernice	Bald Creek, N. C.	Classical
Mackey, James Murray	Old Fort, N. C.	Classical
Manley, Hobart Leslie	Rutledge, R. D. 2	General
Martin, James	Mansfield, O.	Classical
Matkins, Ellen Belle	Altamahaw, N. C.	Classical
Maxwell, Stewart William	Indianapolis, Ind.	Classical
Montgomery, Hettie Sue	Maryville	Classical
Moore, Mellie Lucile	Maryville	General
Morgan, Claude Arthur	Pine Knot, Ky.	Classical
Morrison, Thomas Banker	Farm School, N. C.	Classical
Morton, Edna Susan	Maryville, R. D. 4	Classical
Moser, John Richard	Jefferson City	Classical
Mullendore, Frank Hale	Sevierville	Classical
Nicely, Lula Virginia	Washburn	Classical
Pack, Ronald Arthur	Prendergast	Classical
Pate, Vera Mae	Maryville	Classical
Quinn, Ray B.	Lancing	General
Ramsay, Charles Francis	Milstead, Ala.	Classical
Ramsey, Boyd Anderson	Revere, N. C.	General
Robbins, Grace Lee	Mint	General
Robinson, Beulah Ellen	Maryville	Classical
Rogers, Alma Marion	Mooresburg	Classical
Ross, Tennie	Mint	Classical
Royal, Raymond Richard	Wollaston, Mass.	Classical

Russell, Myrtle Beatrice	Maryville, R. D. 5	Classical
Russell, Nancy Aileen	Rockford	Classical
Ryan, Mayme Ewald	Marion, Va.	Classical
Scott, Nora Ella	Maryville	General
Seaton, Rebecca Alene	Maryville	Classical
Sentelle, Lucy	Greeneville	General
Sentelle, Macie	Greeneville	Classical
Sharp, Luther Franklin	Jacksboro, R. D. 3	Classical
Sims, William Lester	Apison	Classical
Smith, Mary Matilda	Maryville	Classical
Smith, Ray Myphra	Rutledge	General
Steele, Aubrey David	Rankin	General
Stinnett, Mildred	Townsend	Classical
Sutherland, Donald Paul	Maryville	Classical
Terry, Tolbert Sidney	Elva	Classical
Thomas, Daniel Harrison	Sturgis, Miss.	General
Threlkeld, Lacey Adolphus	Davenport, Ky.	General
Tipton, James Myers	Seymour, R. D. 3	Classical
Tipton, Minnie Mae	Seymour, R. D. 3	General
Toole, Robert Rogers	Concord	General
Toomey, Fred Barthell	Helenwood	General
Tulloch, Cecil Clark	Maryville	General
Turner, Allen	Maryville, R. D. 1	Classical
Turner, John Carl	Maryville, R. D. 1	Classical
Vaden, Roy Elmer	Mint	Classical
Vega, Ricardo Jose	Oviedo, Spain	General
Walker, Clarence Edward	Chattanooga	Classical
Walker, Mall	Maryville	Classical
Walker, Vertie Gertrude	Jefferson City, R. D. 1	General
Walker, Wager Roscoe	Norma	Classical
Wallace, Thomas Howard	Maryville, R. D. 6	Classical
Waller, George Pickle	Lenoir City	Classical
Waller, Jane Knox	Maryville	Classical
Waters, Mae	Maryville	General
Wear, Ina Geneva	Sevierville, R. D. 3	Classical
Webb, James Elder	Sevierville, R. D. 7	Classical
Webster, William Arthur	Maryville	Classical
West, Frances Eliza	El Paso, Tex.	Classical
Whetsell, Louisa Pearl	Maryville, R. D. 5	Classical
White, Alsop	Maryville	Classical
White, John Lyon	Knoxville	Classical
Williams, Rachel Mayme	Maryville, R. D. 4	Classical
Williams, Richard Hobart	Maryville	Classical
Wimberly, William Henderson	Ocoee	Classical
Wolfe, Martha	Sneedville	Classical
Yearout, Mary Katherine	Louisville	General
York, Silas	Cordell	Classical
Young, Ralph Abraham	Chicago, Ill.	Classical

PREPARATORY SPECIAL STUDENTS

Anderson, Jessie Mae	Bearden	Music
Atkins, Lillian Irene	Lone Mountain	Music
Bettis, Avo Annist	Rotan, Tex.	Home Economics
Bryan, Helen Elizabeth	Maryville	Music
Cates, Charlotte Wilkinson	Maryville	Art
Clark, Ione Elizabeth	New Decatur, Ala.	Music

Clarke, Theora Bowls	Knoxville, R. D. 9	General
Coulter, John Fred	Walland	Music
Deaderick, George McDowell	Unaka Springs	Home Economics
Enloe, Nellie Howard	Wedowee, Ala.	Home Economics
Forkner, Raymond Hardin	Philadelphia	General
Francis, Roberta Lee	Ironton, Mo.	General
Frazier, Annie Lee	Centerville	General
Goddard, Myrtle	Maryville	Music
Goodpasture, Nellie Anna	Daleville, Ind.	Home Economics
Goodwin, Sarah Louise	Nashville	Music
Haddox, Gladys Virginia	Knoxville, R. D. 3	Music
Hall, Amelia Lucile	Knoxville, R. D. 13	Music
Hodge, Ernest Thomas	Johnson City	General
Howard, Cora Ann	Maryville	Art
Hudson, Ruth Wills	Maryville	Music
James, Susan Cadell	Maryville	General
Landes, Jessie Porter	Ponta Grossa, Brazil	Home Economics
Long, Herman Clyde	Johnson City	General
Loy, Jessie Beatrice	New Market	General
McKoy, Charlotte Lillian	Old Fort, N. C.	Music
McMahan, Samuel Timothy Chandler	Boyds Creek	General
Martin, Alta Willard	Maryville	Music
Nicely, Julius Martin	Washburn	General
Nicholson, Moody Aston	Bokoshe, Okla.	General
Orr, Edna May	Cabot, Ark.	Music
Roberts, Cina Estelle	Corryton, R. D. 2	Music
Sizer, Marion Floyd	Philadelphia	General
Stapleton, Helen Ruth	Maryville	Music
Stapleton, Robert Leighton	Maryville	Music
Taylor, Turney Allen	Fayetteville	General
Tedford, Lennis Lucile	Maryville	Music
Tipton, Elsie Margaretta	Elizabethton	Expression
Tipton, Nellie Verna	Maryville, R. D. 1	Music
Vance, Alma Marie	Memphis	Music
Vance, Martha Clementine	Memphis	Music
Walker, Beatrice Genevieve	Maryville, R. D. 1	Bible Training
Walker, Estelle	Maryville, R. D. 1	Art
Wilson, Nellie Edith	Maryville	Music
Yearout, Pearl Mae	Maryville, R. D. 2	Music

SUB-PREPARATORY CLASS

Anderson, Bryan	Gladstone, Mo.
Armstrong, Kate Relda	Greenback, R. D. 2
Atchley, Dewey Olcott	Maryville
Badgett, Alma	Rockford
Bassel, Mary Elizabeth	Maryville
Bliss, Sidney	Gladstone, Mo.
Brewer, Mildred Edna	Walland
Brown, Dora	Tampa
Brown, Lora	Tampa
Brumit, Lester King	Elizabethton
Burchfield, Luther Daniel	Maryville, R. D. 7
Cantrell, Malcolm Paul	Etowah
Clark, Maud Virginia	Hartford
Clemens, Charles Royster	Maryville
Clemens, Lorena	Maryville, R. D. 4

COCHRAN, ANNA ELIZABETH ..... Maryville
COULTER, FLOYD WENDLE ..... Walland
CRYE, LEROY ..... Wellsville
DUNN, BERTHA DOLLALEE ..... Townsend
DUNN, CHARLES SNYDER ..... Townsend
ELLIS, CHARLES FRANCIS ..... Maryville
FARMER, NATHAN ..... Walland, R. D. 2
FRENCH, VAUGHTIE MCREYNOLDS ..... Maryville
GAMBLE, ETHEL GERTRUDE ..... Seymour, R. D. 3
GAMBLE, IVA MAE ..... Seymour, R. D. 3
GAMBLE, RUTH ..... Maryville
GIBBONS, AVERELL SCHELL ..... Maryville
GOSSETT, DEWEY CALVIN ..... South Knoxville
GREEN, PARCHAL LONG ..... Etowah
GRIFFITTS, GAYNELL ..... Maryville
GRIFFITTS, ROBERT LEE ..... Concord
HARRIS, JAMES JESSE ..... Ranger, Ga.
HARRISON, FRANK ERASTUS ..... Maryville, R. D. 8
HARRISON, MARTHA BEATRICE ..... Maryville
HARRISON, NEVA ..... Maryville, R. D. 8
HEADRICK, JAMES IRA ..... Seymour
HENRY, GEORGE TILLMAN ..... Cosby, R. D. 3
HITCH, MILDRED ..... Louisville
HOLT, LELAH LOSSIE ..... Maryville, R. D. 1
HOPPER, JOSEPH SANTFORD ..... Ranger, Ga.
HOWARD, LILLIAN ANNE ..... Mint
HUTCHINS, LUCIOUS ELDRIDGE ..... Rockford
JAMES, CARRIE DORCAS ..... Maryville, R. D. 6
JENKINS, BERTHA EUPHEMIA ..... Louisville, R. D. 1
JOHNSON, HERMAN WILLIAM ..... Maryville
KAYS, GUIDO FLEETWOOD ..... Gladstone, Mo.
LAWSON, ROSA ELLEN ..... Townsend
LITTERER, MARY EVANS ..... Maryville, R. D. 5
MCGAHA, MILFORD EDGAR ..... Cosby, R. D. 3
MCMAHAN, IVA ..... Crestmont, N. C.
MCNEILLY, ETHEL MASSILA ..... Maryville
MCNUTT, GRACE AZALIA ..... Maryville
MARCUM, FLORENCE ..... Oneida
MARTIN, VERNA VIOLET ..... Maryville
MAXEY, HAZEL ELLEN ..... Rockford
MAY, MONTGOMERY ..... Maryville
MILLER, ESTHER ..... Maryville, R. D. 5
MITCHELL, JAMES JASPER ..... Maryville, R. D. 8
MONTGOMERY, JOHN EDWARD ..... Knoxville, R. D. 10
MORGAN, PAUL JOHN ..... Pine Knot, Ky.
MULLIGAN, PAULINE LAURA ..... Maryville
NEWCOMB, HOMER CROCKETT ..... Sevierville, R. D. 18
OLIVER, EVELYN ..... Maryville
OLIVER, HAROLD THORNLEY ..... Maryville
OWSLEY, SAMUEL EVERETT ..... New Market
REAGAN, MYRTLE ELNORA ..... Seymour, R. D. 3
RICE, KENNETH TAYLOR ..... Tampa, Fla.
ROWAN, JAMES VICTOR ..... Maryville
RUSSELL, MARY JANE ..... Louisville, R. D. 1
SAWYER, EDGAR HAROLD ..... Farm School, N. C.
SLATERY, MARY MELINDA ..... Seymour
SMITH, CALVIN MARCELLUS ..... Rutledge

Smith, Eva Chloe	Rutledge
Sullivan, Henry Russell	Townsend, R. D. 1
Temple, Otha	Boyds Creek
Tipton, Annie	Townsend
Tipton, Willie Myrtle	Seymour, R. D. 3
Toole, Cassie Lucile	Louisville
Walker, Hazel Blanche	Maryville
Walker, Joe Leslie	Maryville, R. D. 3
Waters, Thomas Jefferson	Walland
Wells, Arthur Eugene	Maryville
Whaley, Ray	Cleveland, R. D. 4
Yearout, Cora Rankin	Maryville, R. D. 2
Yearout, David Jones	Maryville
Yearout, Howard Early	Maryville, R. D. 2
Yearout, Samuel Newton	Maryville

SUMMARY OF ENROLLMENT

CLASSIFICATION BY DEPARTMENTS

College Department	249
Preparatory Department	435
Sub-Preparatory	87
Total	771

CLASSIFICATION BY STATES

Alabama	19	Oklahoma	7
Arkansas	2	Pennsylvania	11
District of Columbia	1	South Carolina	2
Florida	7	Tennessee	517
Georgia	11	Texas	11
Idaho	1	Utah	3
Illinois	10	Virginia	1
Indiana	16	Washington	1
Kansas	3	West Virginia	3
Kentucky	19	Philippine Islands	2
Maine	1	Brazil	6
Massachusetts	2	China	1
Michigan	4	Cuba	2
Mississippi	6	Japan	2
Missouri	16	Persia	1
New Jersey	10	Scotland	1
New York	6	Spain	1
North Carolina	48	Syria	1
Ohio	16		

Total number of students	771
Total number of States and countries	37

CALENDAR FOR 1915-1916

FALL TERM

1915

Sept. 14, Fall Term begins.....Tuesday
Nov. 25, Thanksgiving.....Thursday
Dec. 20, 21, 22, Examinations.....Monday-Wednesday
Dec. 22, Fall Term ends.....Wednesday

WINTER TERM

1916

Jan. 4, Winter Term begins.....Tuesday
Jan. 12, Meeting of the Directors, 10 a. m.....Wednesday
Mar. 22, 23, 24, Examinations.....Wednesday-Friday
Mar. 24, Winter Term ends.....Friday

SPRING TERM

Mar. 28, Spring Term begins.....Tuesday
June 4, Baccalaureate Sermon.....Sabbath
June 4, Address before the Y. M. C. A. and Y. W. C. A.....Sabbath
June 5, 6, 7, Examinations.....Monday-Wednesday
June 7, Class Play, 7:30 p. m.....Wednesday
June 8, Meeting of the Directors, 8:30 a. m.....Thursday
June 8, Commencement, 10 a. m.....Thursday
June 8, Annual Alumni Dinner, 12 m.....Thursday
June 8, Social Reunion, 8 p. m.....Thursday

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